DOCUMENT RESUME

ED 132 774 EC 092 205

AUTHOR	Overs, Robert P.; And Others
TITLE	Avocational Counseling in Milwaukee. Final Report.
INSTITUTION	Curative Workshop of Milwaukee, Wis. Research Dept.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	H233466
PUB DATE	May 74
GRANT	OEG-0-73-5172
NOTE	174p.
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	*Counseling Programs; Followup Studies; *Handicapped; *Hobbies; *Interest Research; Interest Tests; *Leisure Time; Participant Satisfaction; Personal Interests; Questionnaires; Recreation; Rehabilitation Counseling; Research Projects
IDENTIFIERS	*Avocational Counseling

ABSTRACT

In Milwaukee, 122 handicapped clients from social service agencies participated in a research and demonstration project in avocational counseling over an 8-month period, with followup interviews conducted 1-6 months later with 72 of the Ss. Six avocational interest inventories were reviewed and compared, and five new avocational choice instruments were developed: the Avocational Title Card Sort, the Avocational Picture Card Sort, the Slide Projected Picture Sort, the Magazine Picture Card Sort, and the Avocational Plaque Sort. Twelve audio cassette tapes of interviews with enthusiastic activity participants were recorded. The Milwaukee Avocational Satisfaction Questionnaire was developed by adapting items from the Minnesota (job) Satisfaction Questionnaire. Results indicated that the most important dimensions in attaining satisfaction were degree of competence in the activity and interpersonal relationships. Only 8% of the Ss were not satisfied with their activities, according to followup studies. (Recruitment form letters are appended. Video tapes of avocational counseling were prepared which are available for a rental fee.) (Author/IM)

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Final Report

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Project No. H233466
Grant No. OEG-0-73-5172

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AVOCATIONAL COUNSELING IN MILWAUKEE

May, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Education for the Handicapped

EC092205

Author's Abstract

In Milwaukee, during an eight month period in 1973-1974, 122 handicapped clients participated in avocational counseling, 110 completed counseling, 72 were interviewed 1 to 6 months later and an interview schedule completed.

Six avocational interest inventories were reviewed and compared. Five new avocational choice instruments were developed: the Avocational Title Card Sort, of which sets may be purchased; the Avocational Picture Card Sort, the Slide Projected Picture Sort, the Magazine Picture Card Sort, and the Avocational Plaque Sort. Twelve audio cassette tapes of interviews with enthusiastic activity participants were recorded.

The Milwaukee Avocational Satisfaction Questionnaire was developed by adapting items from the Minnesota (job) Satisfaction Questionnaire. The most important dimensions in attaining satisfaction were degree of competence in the activity and interpersonal relationships. Only 8% of the clients were not satisfied with their activities.

Video tapes of avocational counseling were prepared which are available for low rental fee. Final report available free to interested professionals and students, from Research Dept., Curative Workshop of Milwaukee, 10437 West Watertown Plank Road, Milwaukee, Wisconsin 53226.

Grant No. OEG-0-73-5172

AVOCATIONAL COUNSELING IN MILWAUKEE

Final Report on Project H233466

Robert P. Overs, Ph.D., Sharon Taylor and Catherine Adkins

Curative Workshop of Milwaukee
10437 W. Watertown Plank Road
Milwaukee, Wisconsin 53226

May, 1974

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
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Suggested library cataloging code for this publication:

Curative Workshop Research Department	30.1 Counseling 31.8 Recreation for the Disabled, n.e.c.
Dewey Decimal System	790.0135 Effective use of leisure
Library of Congress	BJ 1498 Leisure
Portal Code as revised by Holt	181 Counselors and Counseling 178 Recreation

Suggested key word indexing for information storage and retrieval systems:

Activities counseling
Avocational choice instruments
Avocational counseling
Avocational interest inventories
Counseling
Followup questionnaires
Leisure counseling
Recreational counseling

Preface and Acknowledgements

This was the kind of project where many, many people helped. It is not really possible to acknowledge all the contributions adequately. Dr. O'Morrow, Dr. Stein, and Dr. Wilson brought us a great deal of information about the recreation field at the national level and how avocational counseling fits in. Dr. Page suggested the idea of the Avocational Title Card Sort and the Picture Sort and other ideas.

The Milwaukee County Mental Health Center, South Division, permitted us to use their video equipment for making video tapes of avocational counseling. Professor Joseph Dailey of the Mass Media Department at Carroll College in Waukesha also provided expert assistance and use of video equipment in making tapes of avocational counseling.

Jack McDowell of the Milwaukee County Welfare Department was most helpful in introducing us into the network of volunteer services in the community. Professor Rene V. Dawis, Department of Psychology, University of Minnesota, gave advice on how best to adapt the Milwaukee Avocational Satisfaction Questionnaire from the Minnesota Satisfaction Questionnaire. Professor Jo-Ida Hansen, Acting Director, Center for Interest Measurement Research at the University of Minnesota, provided a ten year literature search to determine whether the Strong Interest Inventory had been used for determining avocational interests.

Mr. Leroy Czerwinski at the Milwaukee Public Schools Division of Municipal Recreation and Adult Education assisted us in selecting and duplicating slides from his collection for our Slide Projected Picture Sort. Ms. Fern Kruse, coordinator of Adult Centers in the Milwaukee Public Schools adult education program, cooperated in the administration of the Milwaukee Avocational Satisfaction Questionnaire to students in the adult education classes.

The staff of the Curative Workshop participated as subjects in test-retest administrations of the Avocational Title Card Sort and the Picture Card Sort. Marilyn King, O.T.R., contributed a description of the occupational therapist role in avocational counseling.

One innovation in style and one in format have been introduced in this report.

The style used in this report deliberately deviates from the typical laboratory research style report.

Rather than reporting findings and interpretations in separate places we have combined these by including interpretations and even recommendations with findings. We believe this more realistically meets the needs of the busy practitioner who has little time for reading research reports and less time for shuttling back and forth between chapters to reunite that which has been arbitrarily separated.

The disadvantage of this method obviously is the possible confusion between objective results and opinion. We believe we have made this clear in every case by the wording of the explanations.

Marginal keys with page reference numbers have been added to the summary chapter.

Jordan Atinsky, Ph.D., Arlene Murray, O.T.R., Virginia Patterson, and Ginger Stuckemeyer of the Curative Workshop staff reviewed sections of the reports. The Curative Workshop Adult Occupational Therapy Department and the clients in the Self-Help Development Program contributed craft samples for the Avocational Plaque Sort.

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CHAPTER 1

INTRODUCTION

Because of the continuing improvement in technological productivity, more leisure time is being made available to people. This is in the form of the following:

1. shorter work hours
2. earlier retirement
3. unemployment
4. underemployment

Constructive and satisfying use of leisure time is important:

1. for the satisfaction of individual needs
2. for the maintenance of a stable and integrated society

Constructive and satisfying use of leisure time does not come easily. Making adequate choices of avocation is plagued by the same problems as making adequate choices of occupations. Some of these problems are as follows:

1. lack of knowledge of self
2. avocational self-concept problems
3. lack of knowledge of avocations
4. lack of knowledge of community resources
5. choice anxiety

Handicapped people are limited in the avocational activities which they may pursue. At the same time they, more than non-handicapped people, may need avocational activities in order to lead meaningful lives.

Handicapped children and youth, even more than handicapped adults, may need help in selecting and pursuing avocational activities. Their inability to pursue some avocational activities is in sharp contrast to the exuberance and vigor of non-handicapped youth.

The parents of handicapped children and youth frequently need counseling also, to help them understand and support the avocational choices and needs of their children.

The Research Department of the Curative Workshop of Milwaukee has been active in the field of avocational counseling for the past six years. This included the following work:

1. Development of a model for avocational counseling. *

2. Construction of an Avocational Activities Inventory which classifies and assigns a numerical code to 800 avocational activities. This was revised in November 1971. **

3. Development of a handbook for use in avocational counseling which describes avocational activities. ***

4. Publication of a set of Avocational Activities File Labels. These are designed to simplify setting up a vertical file to hold information about avocational activities, classified and coded according to the Avocational Activities Inventory described in subparagraph 2 above. ****

The publication you are now reading reports on a one year project in carrying on avocational counseling. The counseling followed the model cited in subparagraph 1 above, and made use of the materials listed under subparagraphs 2,3, and 4 above. In addition, other instruments were developed. These will be described in detail later in the report.

The counseling was preceded by a two months preliminary preparation period and succeeded by a two months period devoted to completing the followup interviews, completing reliability studies of avocational choice instruments, making video tapes of avocational counseling,

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*Overs, Robert P., "A Model for Avocational Counseling", Journal of Health Physical Education Recreation, Vol. 41, No. 2, 1970, pp. 36-38

**Overs, Robert P., Ph.D., Avocational Activities Inventory (Revised), Research Dept., Curative Workshop of Milwaukee, 1971, MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS No. 5A, $1

***Overs, Robert P., Ph.D., O'Connor, Elizabeth, DeMarco, Barbara, Avocational Activities for the Handicapped: A Handbook for Avocational Counseling, Charles C. Thomas, Inc., Springfield, Ill., 1974, $9.95

****Avocational Activity File Labels, Research Dept., Curative Workshop of Milwaukee, 1972, MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS No. 5C, $3

analyzing the data, and writing the final report. As part of the project an Avocational Counseling Manual was prepared. *****

Material on counseling process including typescripts of avocational counseling interviews are included in the Avocational Counseling Manual. The reader should consult both publications for full information about the project.

The intent and focus of the project has been to demonstrate how avocational counseling is done, and to develop the techniques and instruments required to do it efficiently.

The intent and focus of this report and the Avocational Counseling Manual is to describe how counseling proceeded, what worked and what didn't work, how a counseling service may be initiated, and to report on the instruments developed so that others may use them.

The usefulness of the report will be in helping counselors starting avocational counseling and avocational counseling services to understand how avocational counseling is done, the best way to go about setting it up, and how to avoid the mistakes we made.

The three progress reports which were issued may be disregarded as all of the significant materials in them have been included in this report or in the Avocational Counseling Manual.

The counseling itself took place during the eight month period from August 1, 1973, through March 31, 1974. 110 clients completed counseling; 12 initiated counseling but by mutual consent of client and counselor discontinued as counseling was not appropriate to their needs or situation. 25 additional clients were referred for counseling but either they did not respond to the opportunity or it was decided by the counselor that counseling was not appropriate for them.

The clients were all handicapped in one way or other and they covered a wide age span. Most of the counseling was carried on in the Curative Workshop of Milwaukee. Some counseling of institutionalized patients however, took place in several nearby local hospitals.

Although it is recognized that clients' problems are frequently global, every effort was made to separate to the degree possible the three types of counseling: avocational, vocational, and personal adjustment. Clients who turned out to need primarily

*****Overs, Robert P., Taylor, Sharon, and Adkins, Catherine, Avocational Counseling Manual, Research Dept., Curative Workshop of Milwaukee, 1974, MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS No. 5E

vocational or personal adjustment counseling were referred to other counseling services to meet their needs.

72 of the 110 (65.4%) clients who completed counseling were followed up and the findings from these follow-up interviews are reported in detail later on in this report.

CHAPTER 2

RECRUITING CLIENTS

In July, announcements describing the service were mailed to 97 of the relevant social agencies in the community. A copy of the announcement is in the appendix. During July and August, 45 recreation and social agencies were visited, the project explained, and cooperative arrangements agreed upon.

In January we wanted to secure as clients some recently retired or about to retire individuals who needed and wanted avocational counseling. To accomplish this, after consultation with the local employers' association, we sent a letter to the personnel officers of all of the corporations in the Metropolitan Milwaukee area with more than 500 employees announcing this free service. A copy of the letter is in the appendix. Only a few telephone inquiries were received, and of these, most misconstrued the service as a job placement service. This effort netted no clients. We conclude that introducing a new concept and a new service of this kind requires personal contact; letters and written announcements will not suffice.

On the following page is a listing of all of the agencies from which referrals to avocational counseling were made. The largest percentage (34.69%) of referrals were from day care centers. 14.17% (22) of the clients were referred from vocational rehabilitation or training programs. 10.88% (16) of the clients were referred from diagnostic and treatment centers for children and adolescents, and 10.20% (15) of the clients were self-referrals or referred by other avocational counseling clients. Social services agencies made 14 referrals (9.52%) and psychiatric institutions referred 11 clients (7.48%). The median number of referrals was 10. 46 (31.29%) of the referrals were from the Curative Workshop. Referrals were received from 15 agencies in addition to the Curative Workshop.

Sources from which clients were referred	N
Self Help Development Program, Curative Workshop	20
St. Michael's Day Hospital	19
St. Mary's Hill Day Hospital	12
Division Vocational Rehabilitation	10
Vocational Division, Curative Workshop	10
Crossroads Academy	9
Other clients	8
Self Referrals	7
Lutheran Hospital Psychiatric Clinic	6
Home Services Occupational Therapy, Curative Workshop	5
Kiwanis Children's Center, Curative Workshop	4
Village Church	4
Mt. Sinai Hospital Psychiatric Clinic	4
Social Services Dept., Curative Workshop	4
United Association for Retarded Children	3
Physical Therapy Dept., Curative Workshop	2
Goodwill Industries	2
Low Vision Clinic, Curative Workshop	2
Volunteer Services, Welfare Dept.	1
Public Health Dept.	1
Mt. Sinai Hospital Epilepsy Clinic	1
Washington Park Senior Center	1
Veterans' Administration	1
Visiting Nurses Association	1
North Division Mental Health Center	1
TOTAL	147

CHAPTER 3

CLIENT CHARACTERISTICS

The client population is, in our opinion, a relatively good sample of people with severe impairments, most of them handicapped by them. Some were hospitalized; many were in day care programs. Only a few had no impairments. No systematic sampling system could be used. With a new program, developing a new concept, there was no reservoir of potential clients from which to pick and choose. If the sample is biased it is in the direction of being heavily loaded with clients whose impairments, handicaps, and life problems are severe.

Because of this we believe the project is a good test of avocational counseling as applied to the needs and problems of the handicapped.

The nature of our client population influenced the direction in which our techniques developed. It forced us to veer away somewhat from the kind of short term heavily test-oriented model of college and community type vocational counseling. The emphasis with our clients had to be with many more interviews and much more effort in getting them placed into an avocational activity in the community. The clients required much more direct case management type help, in addition to counseling, than would non-handicapped clients.

On the other hand, the gains achieved with these severely handicapped people were sometimes spectacular. Improvement in general adjustment as a result of avocational counseling showed up in immediate improvement in psychological therapy, getting jobs, and improved social relationships.

Table 1: Client Age and Sex Distribution

Life cycle stage	Males	Females	N	%	Career development stage
Old age (66+)	5	5	10	8.2	Retirement
Middle age (46-65)	14	18	32	26.23	Decline
Adult (31-45)	10	12	22	18.03	Maintenance
Young adults (20-30)	15	21	36	29.51	Establishment (crystallization, specification)
Adolescents (11-19)	12	8	20	16.39	Exploratory (trial)
Children (1-10)	0	2	2	1.64	Fantasy
TOTALS	56	66	122	100.00	

The client population was fairly evenly divided between male and female. Nearly half of the clients (58) were between ages 20 and 45. Another one-third (42) were ages 46 to 80. About one-fifth (22) were adolescents or children.

Table 2: Client Disabilities

Disability	N	%
Mental Illness	45	36.89
Mental Retardation:		
educable retarded (mild, IQ 50-70)	7	5.74
trainable retardates (moderate, IQ 35-50)	4	3.28
severely retarded (IQ 20-35)	1	.82
Physically Disabled	21	17.21
stroke residues	4	3.28
Psych-social problems, n.e.c.	23	18.85
Multiple Disabled	17	13.93
TOTAL	122	100.00

All clients had some type of disability. The largest groups of impairment were mental illness (36.89%) and physical or multiple disability (34.42%). A relatively small number (9.84%) were mentally retarded. Psycho-social problems, n.e.c., include alcoholism, marital or family problems, career problems, problems of recent retirement or social isolation, and financial problems.

Table 3: Client Education Level

	Years of Schooling	N
College +	17-20	3
College	16	5
	15	5
	14	4
	13	7
High School	12	21
	11	4
	10	10
	9	4
Special Education	12	8
	11	2
	10	1
	9	3
Grade School	8	20
	7	2
	6	2
	5	1
Non-literate Level	4	2
	3	0
	2	1
	1	0
	0	2
Vocational School	14	5
	13	7
	12	0
	11	1
	10	1
	9	1
TOTAL		122

About half of the clients had twelve or more years of schooling. 29.51% (36) of the clients had some schooling beyond high school, 17.21% (21) had some high school, 16.39% had an eighth grade education, and 8.2% had fewer than eight years of schooling. 11.48% (14) of the clients were enrolled in secondary level special education classes.

Table 4: Client Social Class

Social class (as measured by Hollingshead 2 factor Index) (*)

		N	%
I	Upper	0	0
II	Upper Middle	14	11.47
III	Lower Middle	33	27.05
IV	Working	38	31.15
V	Lower	37	30.33
	TOTAL	122	100.00

The three lower social classes were about equally divided among 90% of the clients. About one-tenth of the clients were from the upper middle class, and the upper social class was not represented at all. This distribution is perhaps one explanation for our frequent encounters with financial barriers to avocational pursuits.

(*) Hollingshead, August B., Two Factor Index of Social Position, 1965, Yale Station, New Haven, Connecticut, 1957

Table 5: Client Employment

	currently employed	never employed	not currently employed	previous employment years	N
retired	xxxx	xxxx	8	0-1 yr.	15
housewife	1	8	6	1-2 yr.	4
student	6	12	4	2-3 yr.	3
sick or impaired	6	19	34	3-5 yr.	13
institutionalized	0	2	1	6-10 yr.	13
other	12	1	2	11 yr. or more	29
TOTAL	25	42	55	Army	3
Percent	20.49%	34.43%	45.08%	TOTAL	80
				Percent	65.57%

Only one-third of the clients had never been employed. Half of those clients with employment histories had worked more than five years. The largest single group of clients (34) were those who had been employed but were out of the work force because of some kind of impairment or illness. The second largest single group (19) were those who had never been employed because of illness or impairment. As indicated in Table 2, all of the clients had some type of disability, but the employment situations of less than half of these (53) were affected primarily by their disabilities.

CHAPTER 4

THE COUNSELING STRUCTURE

In practice, counseling is a dynamic complex process in which responding to the client's feelings, learning about his interests and exploring avocational information are all mixed up together. The counselor will follow the client's lead and let him pursue whatever topic is of most pressing concern at the particular moment. The dynamics of the counseling process are reported in the Avocational Counseling Manual and will not be repeated here. This chapter concerns itself primarily with the enumeration of the various counseling activities undertaken. Although we have enumerated some of the objective elements in the process, this does not mean that counseling was conducted according to a cut and dried simple formula.

An initial interview was conducted with the client in which his past experiences with avocational activities were explored, including his feelings and attitudes about them. Various tools of avocation choice were used with him. As many additional interviews as were necessary were held with the client both in arriving at a final choice of avocation(s) and in implementing the choice. Table 7 shows the distribution of counseling interviews. Tables 7 through 10 which follow enumerate the different dimensions of the counseling including personal and telephone contacts with clients and others.

Avocational Exploration

Table 6, which follows, presents data on the relative use of various avocational exploration instruments as they were available to us during various stages of our project. Since the development of the tools was a slow process and was accomplished gradually throughout the project, less use was made of them than would have been the case had they been available at the start of the project.

The data is not likely to be representative of the distribution of use which may be expected when the tools are better developed and in widespread use. We expect that more of the instruments will be used with more of the clients. In other words, counselors will have a wider repertoire of devices with which to help clients make better choices in less time.

The most powerful instrument of avocational exploration both now and in the forseeable future is the Avocational Activities File. This is illustrated in detail in Chapter 6 entitled Implementing the Choice.

The systematic exploration of any field of information has a spin off value in teaching the learning process to some people. Many clients have never learned to explore any information field systematically and what they learn about the process by exploring avocational activities may hopefully be transferred to the systematic exploration of other fields of knowledge such as occupational information, consumer information or whatever.

Ideally the goal is to assist clients to eventually be able to solve their own information getting and decision making problems with minimal counseling assistance.

Table 6: Avocational Exploration Activities with 122 Clients

Rank	Exploration Activities/ Counseling Techniques	N	% of 122 clients	% of total (576) activities
1	discussed with counselors	122	100.00	21.18
2	searched avocational activity files	91	74.59	15.80
3	participated in activity on trial basis	75	61.48	13.02
4	Avocational Magazine Picture Card Sort	51	41.80	8.85
5	talked with participants	47	38.52	8.16
6	client telephoned for information	28	22.95	4.86
7	use of counselor aide	26	21.31	4.51
8	observed activity	25	20.49	4.34
9	interest inventory	18	14.75	3.13
10	read Avocational Activities Inventory	17	13.93	2.95
11	read other material	17	13.93	2.95
12	accompanied to activity	16	13.11	2.78
13	informal use of craft samples*	11	9.02	1.91
14	group counseling	10	8.20	1.74
15	saw films *	8	6.56	1.39
16	Avocational Title Card Sort *	3	2.46	.52
17	Avocational Plaque Sort *	3	2.46	.52
18	Slide Projected Picture Sort*	3	2.46	.52
19	listened to tapes *	2	1.64	.35
20	role playing	2	1.64	.35
21	Avocational Picture Card Sort*	1	.82	.17

* not completely developed but in use

In Table 6, we have recorded the avocational choice exploration process. The row designations indicate the ways of going about exploring possible avocational choices, and some of the counseling techniques used in the process of exploration with clients. The N column is a recording of the number of clients who used each tool or with whom the counselor employed each technique, whether the tool/technique was used with the client once only or a number of times. The tools and techniques may be used with a given client many times, so that the numbers listed indicate only for how many clients the counselor chose each tool/technique, not how many times in dealing with each client was the tool/technique brought into use.

The first percentage column indicates what percent of clients were exposed to the tool/technique. The second column of percentages represents the percent each tool/technique utilization is of the total of exploratory activities.

Table 7 : Number and Distribution of Client Interviews

The number of client interviews was 415 and ranged from 1 to 16 per client. The median number of interviews was 2.85.

The wide variation in the number of interviews is partly the result of difference in client problems and problem needs. It is also partly explained by both counselor and client location. If the counselor is located in a total institution and counsels the clients there the tendency is toward more but shorter counselin interviews. If the counselor carries on counseling in a total institution where he does not counsel regularly the tendency is toward longer but fewer interviews. These trends also hold in the case of clients who attend day care programs regularly.

In general, handicapped clients in hospital and day care programs seem to need more avocational counseling interviews than mainstream clients to be found in the typical vocational counseling programs carried on in college counseling or community counseling centers.

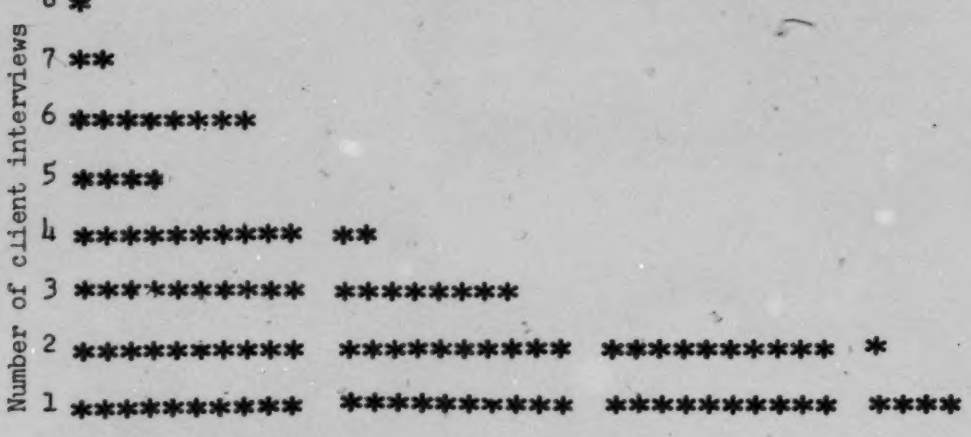


Table 8 : Number and Distribution of Telephone Contacts with Clients

The number of telephone contacts with clients made was 315 and ranged from 1 to 25 per client. The median number of contacts was 2.84; by inspection the mode is 2.

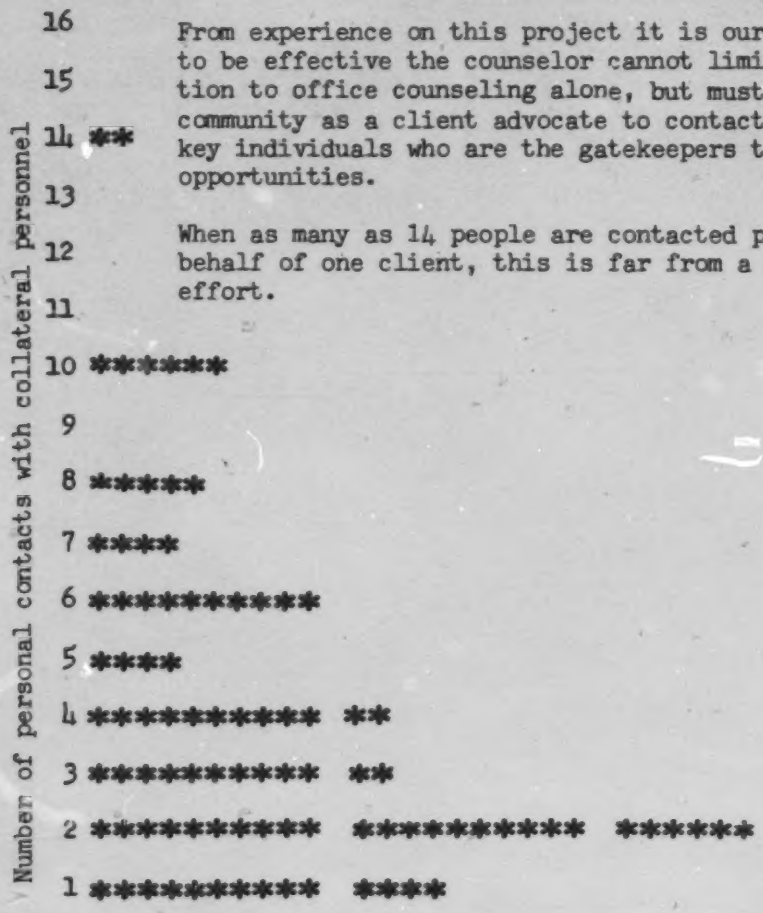
The extensive use of the telephone is an integral part of avocational counseling with the handicapped because some of them are homebound and/or find travel difficult. While it is routine for able bodied clients to be asked to come in for as many office counseling visits as seems in their best interests, when counseling the handicapped with travel problems, the telephone was used to the maximum.

Most counselors, counselor aides and receptionists are already well trained in the use of the telephone. For the few who are not, brief speech training is indicated. Similarly, there is a sufficient volume of telephone calls to justify at least two outside telephone lines: one for the counselor and one for the receptionist or secretary. Forms, message boxes or bulletin boards for recording and posting of telephone messages will improve the efficiency of the office.

Table 9 : Number and Distribution of Personal Contacts with Collateral Personnel

The number of personal contacts with collateral personnel ranged from 1 to 14. The median number of contacts was 3.62; by inspection the mode is 2. The total number of contacts was 386.

Collateral personnel were individuals who were contacted with respect to a particular client, not those contacted to explain the avocational counseling program in general. Some of the collateral personnel were individuals who had referred clients and the counselor talked with them to find out more about the client's background and needs. More often, collateral personnel were professionals in recreational and educational organizations or organizations having opportunities for volunteer work. The counselor talked with these individuals about specific openings in the activities within their organization suitable for a specific client.



From experience on this project it is our opinion that to be effective the counselor cannot limit his contribution to office counseling alone, but must get out in the community as a client advocate to contact personally the key individuals who are the gatekeepers to avocational opportunities.

When as many as 14 people are contacted personally in behalf of one client, this is far from a superficial effort.

The large number of collateral contacts may be one way to differentiate avocational counseling from personal adjustment counseling and in this respect avocational counseling is more like vocational counseling and social work.

With a median number of personal collateral contacts per client of 3.62 it can be seen how much work for the counselor is involved in implementing appropriate placement in an activity. Originally it had been thought that this work could be turned over to a research assistant or case aide. It is now believed that this is a complex process requiring substantial professional knowledge and experience. Specifically it requires wide knowledge of recreational facilities to judge the relative suitability of physical plant and equipment.

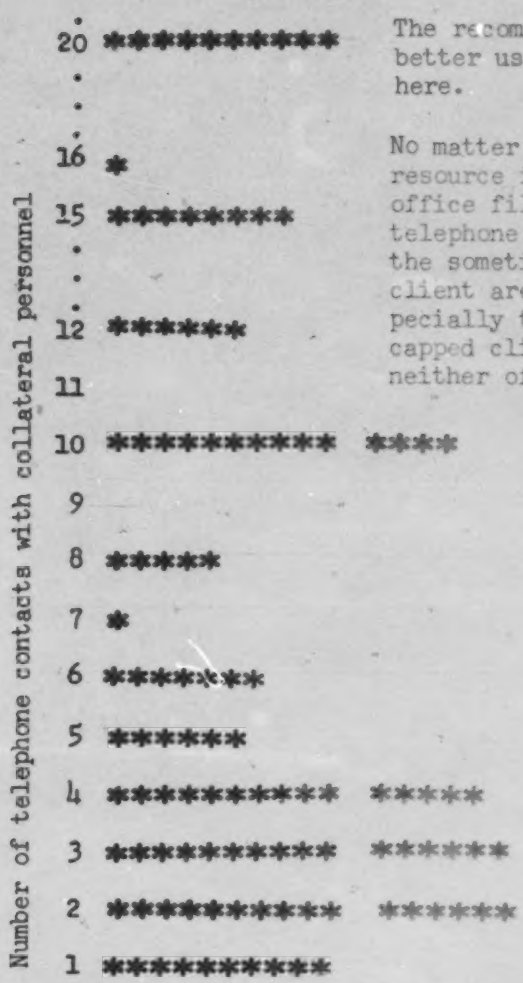
If the placement is to be made into a social situation, it requires the ability to estimate the social class of the other participants and to judge the degree of acceptance or rejection a particular client is likely to receive from either the staff of the activity organization or the other participants. As in any activity it always helps to meet personally with the professionals in the community with whom you are cooperating. A final factor is the need of an anxious client to have the emotional support of the counselor when the client is entering what for him is a new and threatening social situation.

With many clients the essence of the counseling is to help the client have the courage to try new threatening experiences in order to achieve some of the satisfactions that he always wanted but was afraid to seek.

Table 10 : Number and Distribution of Telephone Contacts with Collateral Personnel

The number of telephone contacts with collateral personnel made was 872 and ranged from 1 to 30 per client. The median number of contacts was 5.3

Much of this telephoning was to find out specific information about avocational activity programs. In this project much of this telephoning was done by research assistants and research clerk/typists. However, the counselor did make a portion of the telephone calls in cases where the sophistication or sensitivity of the information sought or questions asked required a higher level of background experience or skill.



The recommendations made in Table 8 for better use of telephones are reiterated here.

No matter how much avocational activity resource information there is in the office files there is always a need to telephone for additional information if the sometimes peculiar needs of a specific client are to be fully met. This is especially true in working with either handicapped clients or very talented clients, neither of whom fit into traditional patterns.

Counseling: The Time That It Takes

We completed a time study on a sample of 52 clients to arrive at the average amount of time spent on one client in counseling and counseling related activities. The results of the study are listed in Table 11 below.

Table 11: Time Expenditures in Avocational Counseling

	Average per client (hrs.)	Total (110 clients)
Initial interview	1.27	139.70
Counseling	3.6	396.0
Telephone contacts with clients - information	.64	70.4
Collateral contacts, personal and telephone, re avocational activities	3.46	380.60
Letters	.14	15.4
Contacts not directly related to avocational choices	.48	52.8
TOTAL	9.59	1054.91

Interview time always includes first interview, and sometimes the second. This is primarily an assessment period.

Counseling time always means person to person but also includes group sessions or activity group sessions. Thus, a client may be listed as receiving 10 hours of counseling, but 6 of this may have been as a participant in a group. No per client time breakdown is given, as the amount of counselor time is constant, whether working with one or ten. However, in this project there was very little group counseling.

Telephone contacts do not include initial calls or appointments. It was not possible to estimate time lost due to inability to contact someone. For example, in one record the counselor commented she made five attempts before finally reaching the party. Phone calls listed are completed calls.

Unless information to the contrary was available, the following estimates of time required were used:

Each phone call requesting information..... 10 minutes
Calls requesting information required more time, as it was necessary to identify ourselves and explain our expected use of any information given us. Many calls were longer, as the professionals called were often concerned that we understand clearly the nature of their programs or needs.
Each client phone call..... 5 minutes.
Each personal collateral contact..... 20 minutes.
Each letter (by counselor involved)... ..... 15 minutes.

Transportation time was not included in most instances. It was not possible to estimate time necessary to utilize files, nor to distinguish whether professional or clerical time was needed.

A minimum of two hours should be allowed to establish initial collateral contact, whether to assess agency program for service or volunteer placement when developing a new service.

The average total time expenditure per client was 9.59 hours. The average amount of time invested in counseling with a client may well increase in a continuing service situation where more clients could be seen on a long term basis. In our project relatively few clients were seen over a long period of time (more than two months) although many clients did make telephone contact with the counselor many weeks after the end of counseling, usually to secure additional information about activities.

In some sense the average time figures recorded above can be considered minimum amounts, since our project was much narrower in scope than a continuing service would be. "Repeat business" would increase the time spent per client, but reduce the time per activity or program placement.

Avocational and vocational guidance is often provided by any professional who comes into regular contact with a patient. Suggestions are made, encouragement given, and instruction offered. As a result, many patients do become involved in activities, return to work or family responsibilities and find appropriate leisure pursuits. Thus, a selection process does occur and people referred to an avocational counseling service will be those whose characteristics are such that the common pool of knowledge is not sufficient for their needs. Those who deviate from the population mean of the referral source, either above or below, in intelligence, talents, interests, emotional make-up or life situation are most likely to be referred for counseling. Although personality change is not a goal of avocational counseling, clarification of self-image and an increased awareness of personal value systems and their influence on choice and behavior are often essential steps to be taken before a person is able to accurately assess his talents or freely express his interests. This takes time.

CHAPTER 5

AVOCATIONAL CHOICE INSTRUMENTS

There are two major approaches to constructing avocational activities choice instruments. The first is to expose the counselee to as many direct choice stimuli as possible. The counselee is asked to select the activities he likes. The stimulus may be in the form of the names of activities on a paper-and-pencil inventory, the names of activities on cards, pictures of the activities, slide projected pictures of the activities, or plaques with collection and craft samples mounted on them.

The basic problem with this approach is to devise instruments which permit the client to respond to the widest possible range of choices of avocations and then summarize his choices into sufficiently compact patterns so that the various alternatives may be compared with each other. There are over 800 avocational activities and it is too intellectually demanding to compare each of these with every other. They must therefore be grouped to simplify the intellectual task. Choices may then be made of one group vs. another. Because people's needs, values and interests are so diverse and complex, how to group activities most effectively is a very difficult problem. Each of the several methods of grouping has its advantages and its disadvantages.

Activities can be ordered along a variety of continuums, employing different criteria according to the logical demands of the category. Such as:

from simple to complex
from concrete to abstract
from one-time or infrequent involvement to continuing involvement
from low involvement to high involvement
from sedentary to active
from indoor to outdoor
from spectator to participant
from little equipment needed to much equipment required
from less expensive to more expensive
from more common and well-known to less common and well-known

Social dimensions significant for the purposes of classification include: group size, sex, intensity of interpersonal relationship, social class, and age. This obviously is best applied to the setting in which the activity is to be carried on.

The Dictionary of Occupational Titles* selected as significant for classification of job information eight components: training time, aptitudes, interests, temperaments, physical demands, working conditions, industry and work performed.

In general, it is desireable to have clients consider broad fields of interests first, then select one or more broad groups to explore in more detail, and in this way gradually narrow their choice to one or more specific activities.

There are two types of errors possible. If the narrowing down is done too soon, some avocational choices which might be highly suitable for the particular client may be prematurely screened out. On the other hand, if the narrowing down is not done at all, or if it is not done soon enough to allow plenty of time to work out the details of how to implement the choice, the client may not attain psychological closure with respect to his choice decision, and remain in a very uncertain state about what he wants to do.

The second major approach is to use the answers to personality and broad vocational and avocational interest type questions to predict what specific avocational activities an individual will like.

This is done by comparing the answers of a specific client to the answers of a standardization group of individuals whose answers to these questions have already been related statistically to their expressed choice of specific avocational activities.

In other words, if a particular client answers a personality type question in a certain way there has already been developed on a standardization group a statistical relationship between this answer and a list of the avocational activities for which an individual who answers the question in this way has expressed a like or dislike.

To strengthen this approach it would be desireable to increase the number of specific avocational activities for which standardization subjects had expressed likes or dislikes from less than 200 to nearer 800 and to link these likes or dislikes statistically with the responses of the same standardization subjects to the questions on the avocational interest inventory in question. Secondly, the lists from which the sample of avocational activities used were drawn were usually the most popular avocational activities in the U.S. which gives the selection a conservative bias. Finally, the

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* Dictionary of Occupational Titles-Volume I, Definitions of Titles-Third Edition. Washington, D.C.: U.S.Government Printing Office, 1965, p. xiv.

degree of correlation between the answers on the avocational interest inventory of the standardization group and their expressed avocational interests is not high. In one interest inventory, the answers which a client gives will select avocational activities which he will like only about two-thirds of the time.

The problems inherent in grouping activities based on psychological constructs are:

1. Each individual brings to an activity his unique set of motivations. One man may play basketball because he loves fast reactive play, another because his father likes it. One may be entranced by a vase because it represents an ancient culture of which he is a descendant, while another is intrigued by the technology involved in producing it. The broad groupings of competitive and aesthetic would preclude the above mentioned motivations.

2. Status and prestige motivations to participate in an activity vary according to the situations. A horseman may decline an invitation to ride with the local riding club but enthusiastically join a lodge or parade unit.

3. A personality characteristic such as high energy level or being competitive may be inferred by a survey of a pattern of activities reported, but this is highly tentative, and subject to many environmental variables.

Avocational Interest Inventories

There are at least six avocational activities interest inventories, and we believe that further development and widespread use of these tools are indicated for the avocational counseling field. We did not use them as extensively as future services probably will, partly because we did not find out about some of them until late in the project, partly because they are less effective with some types of severely handicapped clients than with mainstream clients.

Since these instruments are not all widely known and most have not been reported in widely read professional publications we believe it useful to include a brief review of them in this report. Comparative information about these inventories is reported in Table 12 on the following pages.

Table 12: Comparative Information on Six Avocational Interest Inventories

Inventory	Materials or Information Available from:	No. of Forms	Time
Computer Research Avocational Guidance Program (not currently available)	Lawrence C. Hartlage, Ph.D. Associate Professor of Neurology Medical College of Georgia Augusta, Georgia 30902 (1968)	1	30 min.
Leisure Interest Inventory (1969)	Edwina E. Hubert, Ph.D. University of Albuquerque St. Joseph Place, N.W. Albuquerque, New Mexico	2 M-Male F-Female	15 min.
Leisure Activities Blank (LAB) (1971)	Consulting Psychologist Press Palo Alto, California George E. McKechnie, Ph.D. Arizona State University Dept. of Psychology Tempe, Arizona 85281	1	20 min.
Avocational Activities Interest Index (1972)	Natalie D. D'Agostini, MTRS Sutter Memorial Hospital Sacramento, California 95819	1	1 hour
Mirenda Leisure Interest Finder (1973)	Joseph Mirenda, Ph.D. Division of Continuing Education Marquette University 1217 W. Wisconsin Ave. Milwaukee, Wisconsin 53233	1	20 min.
Self Leisure Interest Profile (SLIP) (1974)	Chester F. McDowell, Jr., M.S., RT 1616 Park Street Salt Lake City, Utah 84105	1	revised Form IV 45 min.-1 hour

Table 12: (cont.) Comparative Information on Six Avocational Interest Inventories

Inventory	Scoring	Interpretation	Advantages
Computer Research Avocational Guidance Program (not currently available) (1968)	Computer	Computer Print-out shows 5 highest interest areas	1. Time (30 min.) 2. Computerized 3. Little training to administer and interpret
Leisure Interest Inventory (1969)	Manual		1. Time (15 min.) 2. Two forms (M and F) 3. separate answer sheets
Leisure Activities Blank (LAB) (1971)	Manual template	instructions for interpreting profile sheets in manual	1. Time (20 min.) 2. Both past participation and future participation.
Avocational Activities Interest Index (1972)	Manual		1. Based on AAI classification system 2. Separate answer sheets 3. Detailed (545 activities)
Mirenda Leisure Interest Finder (1973)	Computer	Profile (Graphic)	1. Time (20 min.) 2. Based on AAI classification system 3. Computerized 4. Profile (Graphic)
Self Leisure Interest Profile (SLIP) (1974)	Manual (working on computerization profile as well)	Profile (Rank)	1. Based on AAI classification system 2. Profile (Rank) 3. Detailed (471 items) 4. Separate answer sheets and profile possible for each area if desired

Table 12: (cont.) Comparative Information on Six Avocational Interest Inventories

Inventory	Categories (no. and type)
Computer Research Avocational Guidance Program (not currently available) (1968)	5 - Creative, physical, social, restful, competitive
Leisure Interest Inventory (1969)	5 - Immobility, sociability, games, art, mobility
Leisure Activities Blank (LAB) (1971)	14 - Past: mechanics, intellectual, crafts, slow living, sports, glamor sports Future: adventure, mechanics, crafts, easy living, intellectual ego recognition, slow living, clean living
Avocational Activities Interest Index (1972)	9 - Games; Sports; Nature activities; Collection activities; Craft activities; Art & Music activities; Educational, Entertainment, & Cultural activities; Volunteer activities; Organizational activities
Mirenda Leisure Interest Finder (1973)	9 - games (inactive, active), sports (competitive, non-competitive), nature (natural, sportsman), collection, homemaking & homecraft, art & music (appreciative, expressive), volunteer (personal service, administrative), organizational (persuasive, gregarious), educational, entertainment, cultural (appreciative, expressive)
Self Leisure Interest Profile (SLIP) (1974)	Games; Sports; Crafts; Nature; Collection; Art & Music; Educational, Entertainment, Culture

Table 12: Comparative Information on Six Avocational Interest Inventories (cont.)

Inventory	Theory	Items (no. & type)
Computer Research Avocational Guidance Program (not currently available) (1968)	Personality, work interests, and broad leisure interest items. Items correlated with expressed leisure interests of standardization group.	70 - forced choice
Leisure Interest Inventory (1969)	Similar to Kudor Vocational Preference Test. Subject must choose which of three leisure activities he likes most and least for each of 80 items.	80 - forced choice
Leisure Activities Blank (LAB) (1971)	Factor analysis. Based on 120 leisure activities judged to have high participation rates in the U.S.	For each item, subject records one of 4 possible levels of past participation, then one of 3 possible levels of expected future participation. 121 items.
Avocational Activities Interest Index (1972)	AAI - subject asked about previous participation, whether quit for physical or financial reasons, whether currently active, and interested or disinterested.	545 items. Subject checks 1 or 2 of six possible responses for each of 545 activities.
Mirenda Leisure Interest Finder (1973)	AAI - avocational interests, general interests and personality type items. Responses are summarized and categorized into 9 major fields, each of which are subdivided for a total of 18 interest areas.	90 - subject responds to 5 step scale from "like very much" to "dislike very much"
Self Leisure Interest Profile (SLIP) (1974)	AAI - past participation (much, some, none), future participation (much, some, none). Ranking offers relative value of present and/or desired interests to be had	471 - subject responds to 471 items which measure degree of participation and intentions for future participation (much, some, none).

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Self Leisure Interest Profile (SLIP)*
McDowell, 1973 *Form II

C. F. McDowell, Jr. Approaching Leisure Counseling with the Self Leisure Interest Profile. Los Angeles: California State University, 1973. M.S. thesis (available on interlibrary loan)

Card, Picture, Slide Projection and Plaque Sorts

These instruments were developed during the project. They may be used either instead of avocational activity inventories or to complement them. Because they were developed during the course of the project rather than being available at the beginning we have not had as much clinical experience with them as would be desireable. From our experience so far, however, we believe they have considerable promise as interesting and useful tools.

The illustrations in this chapter show the various avocational choice instruments which were developed in this project. The Avocational Title Card Sort and the Avocational Activities Information File are pictured on page 38. The pictures on page 40 show the use of the Avocational Picture Card Sort and the Slide Projected Picture Sort. Two examples from the Avocational Magazine Picture Card Sort are shown on page 43. Pictures of the Avocational Plaque Sort are shown on pages 44, 46, 47 and 48.

The Avocational Title Card Sort is the most completely developed and is the most multi-purpose of the several tools.* It simply has the names of all of the avocational activities on separate cards.

It offers the maximum potential exposure to all possible choices in the shortest possible time. Subjects find it very interesting to do. It may be used in either of two ways. It may be administered without discussion, much like avocational interest inventories are administered. In this method, the administration requires little skill and may be done by a subprofessional staff member, clerical persons, or volunteers, and can be completed in about thirty minutes. In the second method, it may be used as a counseling appraisal instrument, in which case it is more desireable that it be administered by a trained counselor. With this type of administration the counselee may be encouraged to elaborate on his choices as he goes along as to why he likes or does not like the activities he is considering. A great deal of important information about his past participation in avocational activities, attitudes, values and prospects are revealed with this method, which makes it well worth the time spent (usually an hour) in this type of administration.

Clients first sort the 9 major group cards and choose the major groups of interest to them. They then sort the 2nd digit card choices of the major groups they chose. Finally, from the 2nd digit choices they sort the 3rd digit specific activities and

* Overs, Robert P. and Charles M. Page, Avocational Title Card Sort, Research Dept., Curative Workshop of Milwaukee, 1974, MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS No. 5F, $10

pick those of interest to them. This gives the client the potential opportunity to look at all of the over 800 cards if he wishes. In practice he will on the average pick only 6 major groups from which to make more detailed choices. Because of this it is a very flexible system permitting both a wide exposure to potential choices and a quick systematic narrowing down to specific choices. The chief disadvantage is that it requires individual administration which is time consuming. A scoring sheet is provided on which to record choices.

The Avocational Title Card Sort was administered twice to 50 subjects with approximately one week between administrations in order to determine its test-retest reliability. The percentage of agreement between the first and second administrations was determined for cards classified according to the first digit, second digit and third digit of the numerical codes.

Cards classified according to the first digit of their numerical codes had a range of 71% to 100% agreement between first and second administrations. This means that the greatest percentage of agreement that any one subject had was 100%, while the least percentage of agreement for the two administrations for any subject was 71%. The mean, or average, percentage of agreement was 95%. The standard deviation was 8.

The range of the percentage of agreement between first and second administrations for cards classified according to their second digit coding was greater than that of the cards coded by their first digit. The percentage of agreement ranged from 54% to 100%. The mean percentage of agreement between administrations was 89%. In other words, the average of all percentages of agreement obtained for the 50 subjects was 89%. A standard deviation of 11 was obtained.

When cards classified according to third digit codings were administered, the range of the percentage of agreement between the first and second administrations increased again. The percentage of agreement ranged from 49% to 100%. The mean, or average, percentage of agreement for the group in this case was 81%. The standard deviation was 12.

Table 13: Number of Choices Made by 50 Subjects on the Avocational Title Card Sort

	Range	Mean	S.D.
first digit	3-9	6	1
second digit	13-72	36	13
third digit	42-529	183	95

Table 13 above shows the distribution of choices among the 50 subjects in the standardization group to whom the card sort was administered twice to determine test-retest reliability. The data used is from the first administration. Most of the subjects were professional and clerical staff in a rehabilitation agency.

As the table shows, subjects start out with a mean number of 6 choices out of a possible 9 major groups. They ignore 3 potential major groups from which to choose.

From the 6 major groups which they have chosen, they then select on the average 36 subgroups of activities which are of interest to them. After studying the subcategories (third digit categories) in each of these 36 subgroups they will on the average arrive at 183 third digit category avocational activities of interest to them. The third digit categories are the operating categories, i.e., the usual named activities with which we are familiar.

This screening process permits the subject to start with about 800 total three digit choices potentially available for his choice. Through the sorting process he will narrow his actual choice of avocational activities which are of interest to him to 183.

43

Avocational Picture Card Sort

163 photographs were printed from the color slides of activities which are used in the Slide Projected Picture Sort. These were classified and coded according to our avocational activities classification system. The photographs are $3\frac{1}{2}$" X 5" in size, mounted on 4" X 6" cards.

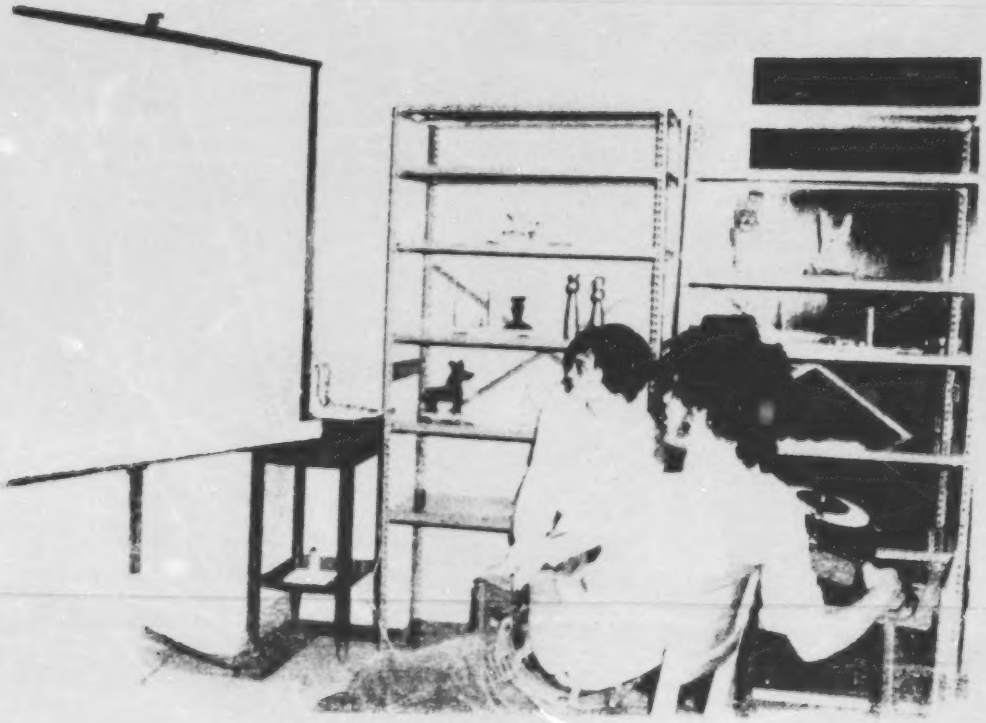
The Avocational Picture Card Sort was administered twice to 30 subjects with about a one week interval between administrations. The number of cards chosen out of a possible 163 cards on the basis of interest in an activity ranged from 24 to 131 cards, so that the minimum number of cards that any one subject selected at either one of the administrations was 24, while the maximum number was 131. The mean number of cards selected was 81. In other words, the average number of picture cards in which subjects expressed interest was 81. The standard deviation was 29, which means that the number of cards chosen by a subject could vary from the group mean of 81 by 29 points. That is, the number of cards chosen by a subject could vary by 29 points either above or below the average number of cards chosen by all subjects.

The percent of agreement between first administration and second administration choices made by subjects ranged from 67% to 100% agreement. The mean, or average, percent of agreement between first and second administration choices was 89%. The standard deviation was 10. In other words, the average percent of agreement for each subject could vary from the group mean percent of agreement of 89% within 10 points either above or below 89%.

It is believed that the Avocational Picture Card Sort may be very useful with individuals who absorb information more readily through pictures than words. This may include poor readers, illiterates, individuals not literate in the English language, the mentally retarded, and individuals with specific perceptual and language deficits.

Subjects find the picture sort very interesting. Its chief disadvantage is that pictures are more ambiguous than words. This disadvantage may be lessened if pictures which depict activities more specifically can be found.

Subjects' choices are recorded on a special scoring sheet.



Slide Projected Picture Sort

The pictures on slides are the same as those in the Avocational Picture Card Sort except that 23 were not used in order that the remaining 140 slides would all fit into one carousel.

The Slide Projected Picture Sort was administered to 100 high school students ages 13-18 in 7th to 12th grade physical education classes. The number of cards in which the subjects expressed interest ranged from 9 to 126 so that in any one case the least number of cards chosen by a single individual was 9, while the maximum number of cards chosen on the basis of interest in an activity was 126. The mean number of cards selected was approximately 66. That is, the average number of cards selected by the subjects out of a possible 140 was 66. The standard deviation was 24. In other words, the number of cards chosen by a subject could vary anywhere within 24 points above or below the mean of 66.

The percent of agreement between the choices made at the first administration and those at the second administration for each subject ranged from 49% agreement to 97% agreement. The mean percent of agreement (average percent of agreement for all subjects) was 77%. The standard deviation was 11. That is, each subject's percent of agreement between his first and second administration choices could vary by 11 points either above or below the mean percent of 77.

As with the Avocational Picture Card Sort, it is believed that the Slide Projected Picture Sort may be very useful with individuals who absorb information more readily through pictures than words. This may include poor readers, illiterates, individuals not literate in the English language, the mentally retarded, and individuals with specific perceptual and language deficits.

Subjects find the picture sort very interesting. Its chief disadvantage is that pictures are more ambiguous than words. This disadvantage may be lessened if pictures which depict activities more definitively can be found. Subjects' choices are recorded on a special scoring sheet.

The Slide Projected Picture Sort has an advantage in that it may be administered to groups, which saves time. A disadvantage is that a projector and screen are required.

The New York

Avocational Magazine Picture Card Sort

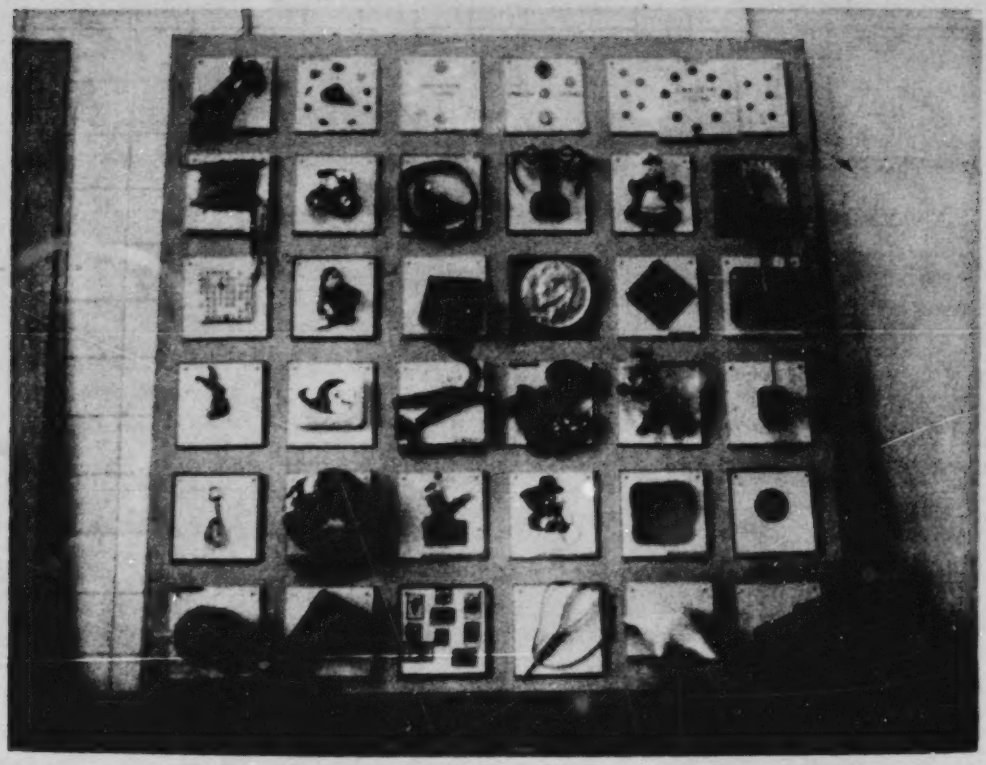
This card sort, rather than using photographs, uses magazine pictures clipped from magazines. Although we used magazine pictures from the start of the project, our use was clinical and we have not yet determined the reliability of this instrument or the distribution of client choices. Experimental use suggests that, used clinically, magazine pictures are extremely valuable in eliciting deep-seated feelings and attitudes about avocational activities.

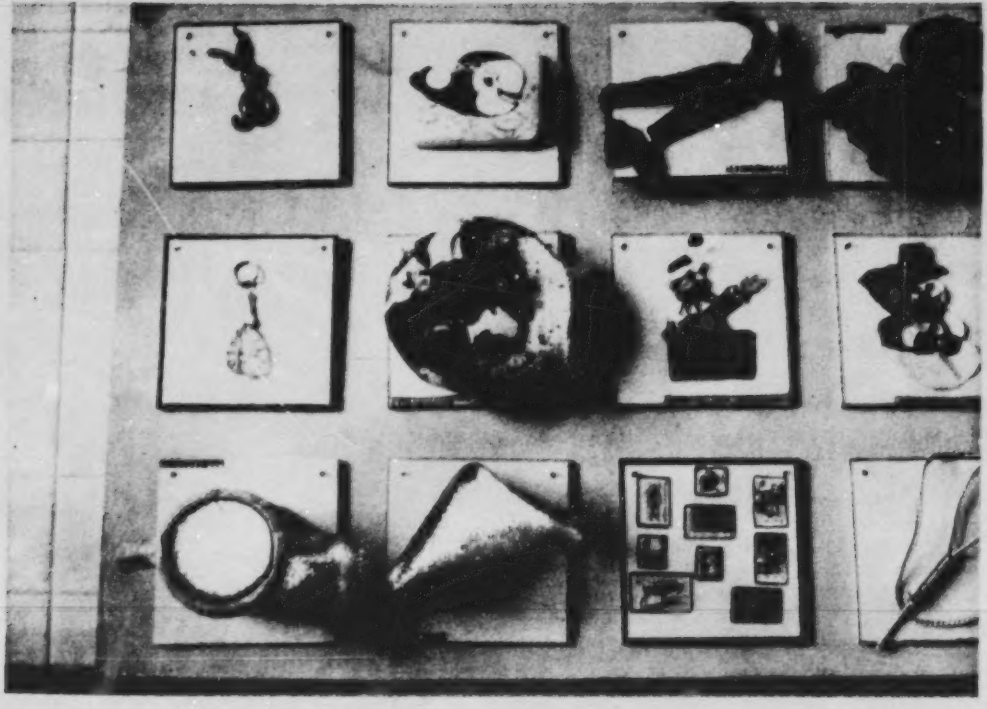
Our set consisted of 35 cards with collages of 2 to 5 pictures (135 total) to represent the 9 major divisions of our classification system: games, sports, nature activities, collection activities, craft activities, art and music activities, educational, entertainment, and cultural activities, volunteer activities, and organizational activities.

The sort procedure is used with these pictures, where the client separates the cards into two piles: activities which are of interest to the client and activities which are not of interest.

The advantage of magazine pictures is that anyone can easily construct his own picture card set. It may also be easier to find a wide variety of pictures of specific activities.

The disadvantage of magazine pictures over photographs is that magazine pictures come in a wider variety of sizes, shapes, and colors.





Avocational Plaque Sort

The Avocational Plaque Sort is still in an early development stage. 44 plaques with examples of craft and collection activities have been completed. A separate activity model is mounted on each plaque, together with its title and code. The plaques are 6" X 6" pieces of ¼" plywood painted white. Two holes are drilled near the tops of the plaques and they are mounted on a 4" X 4" plywood board painted grey, with nails upon which the plaques are hung.

Because the plaques are both concrete and three dimensional they may be more useful in stimulating choices among certain types of clients. It is believed that they may be useful with the blind, those with low vision, and the lower level mentally retarded. However, they also make a very attractive display and are of interest to all clients.

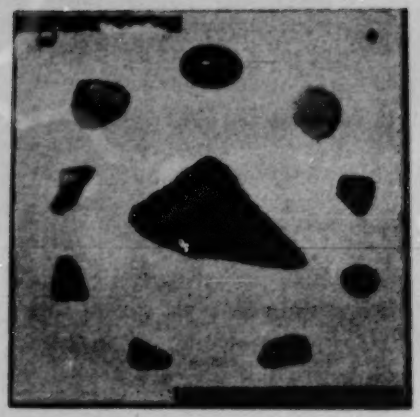
Clients simply sort the plaques into two piles, those of interest and those not of interest. An answer sheet is provided to record their choices.

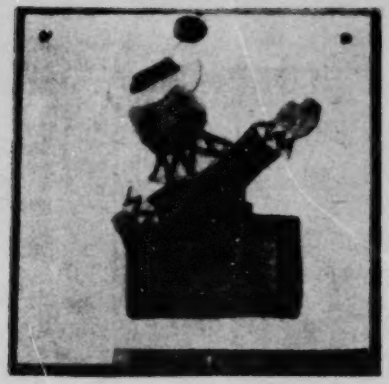
As yet we have not measured the reliability of this instrument nor the percentage of distribution of activity choices.

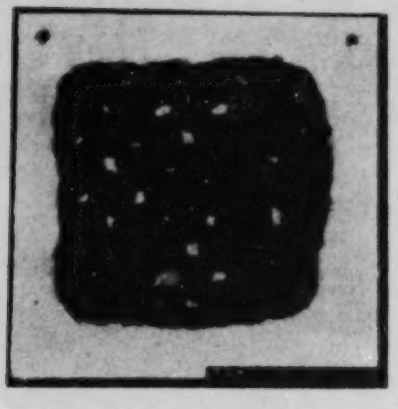
Unlike the other sort procedures, which, it is hoped, may be reproduced and sold to professional counselors on a nonprofit basis, it is doubtful that the plaques can be reproduced. Each counseling center may wish to make up its own plaque display. This is a project of great potential interest for therapeutic recreation and occupational therapy services which have equipment and materials with which clients can make these kinds of displays.

Below is a listing of the activity names and code numbers of our set of plaques.

422-Norwegian coins
422-Spanish coins
422-Swedish coins
435-U.S. stamps
446-rock collection
521-floral arrangements
522-small object decorating
523-macrame (2)
533-quilting
535-crocheting
536-knitting
537-lacework & embroidery
538-weaving
539-string art
539-chair caning
539-belt making
539-lanyard making
541-stuffed toys
542-doll making
544-model cars
553-crepe paper crafts
555-Origami
564-felt crafts (2)
565-leather crafts(2)
572-woodburning
573-hand tool projects on wood (2)
575-jewelry making
575-metal enameling
575-metal decorative crafts
577-soldering, welding & forging projects
591-decoupage
593-mosaics
599-bead stringing
617-special photographic techniques
637-painting objects(3)
638-paint by number
646-ceramics (2)







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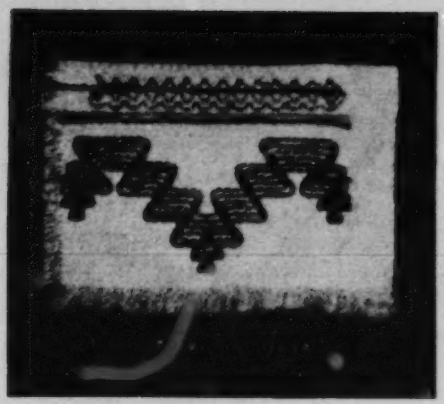

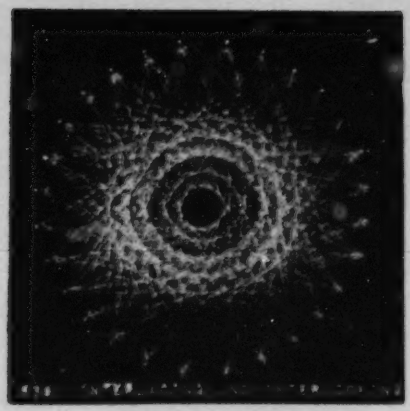

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HAPPY
MOM
DAY

SOLDERING AND WELDING
AND FORGING PROJECTS

Cassette Audio Recordings of Avocational Activities Interviews

As an additional avocational interest exploration tool we developed a library of audio tapes of interviews with individuals who were pursuing an avocational activity.

Subjects were chosen who were very enthusiastic about the activity, and spoke with excitement in their voices. Generally a preliminary warm-up conversation was held with the subject prior to the tape recording.

It is believed that these recordings may be particularly useful in helping to arouse an interest in avocational activities among those clients who have a very low general level of interest in anything.

They may be of particular value with blind clients and those with low vision, illiterates, poor readers, the mentally retarded, and individuals who can understand the English language when spoken but cannot read it.

For all clients the tapes usually are of greater interest than either reading materials or looking at pictures.

In Chapter 11, "A Plan for Future Research in Avocational Counseling", we have detailed the cost of developing a library of 1800 such tape recordings.

Table 14 below outlines the avocational activities for which we have a recorded interview together with the length of the interviews.

Table 14: Tape Recorded Avocational Activity Interviews

Code	Short title of activity	Approximate length of interview
135	checkers	20 min.
135	chess	15 min.
222	sailing	10 min.
224	horseback riding	15 min.
373,375	gardening	10 min.
539	chair caning	20 min.
573,574	woodworking	20 min.
610	photography	20 min.
627,635	sketching	20 min.
646	ceramics	15 min.
646	pottery	15 min.
819	volunteer counseling	15 min.

CHAPTER 6

IMPLEMENTING THE CHOICE

Once a choice of one or more avocational activities has been made the next step is to determine where and how in the community to carry out the choice. This may involve joining a club, class, or organization. It may involve arranging transportation to the activity, purchasing equipment, paying club dues, buying tickets to events, etc.

The Avocational Activities File, although a tool of avocational choice, is also the chief source of information with respect to where activity opportunities are located and how to enroll in or otherwise start pursuing them.

We first developed an Avocational Activities Resource file in our research and demonstration project No. 15-P-55211/5-03, "Educating Stroke Patient Families". (*) In August, The Milwaukee Public Library photocopied 900 pages of their organization files and this material was incorporated in our avocational activity resource file. We have continued to collect and file as much information as possible about various avocational activities.

For illustrative purposes an inventory of the materials to be found in one of our avocational activities folders is presented on the following pages. There are about 800 of these folders in our Avocational Activities Community Resource file.

The type of information on hand for each activity is shown in the column on the left side of the page; a specific example showing the contents of one folder is shown on the right side.

(*) Overs, Robert P. and Healy, John, Educating Stroke Patient Families, Research Dept., Curative Workshop of Milwaukee, 1971, MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS, No. 12, Vol. 2, pp. 6-7

Typical information to be found in most folders:	Example: information on hand in Folder 964, Groups Involving the Elderly
1. Booklets and pamphlets	1.a)Washington Park Senior Center: b)Redeemer Senior Center Church bulletin; c)Information Service for the Aging (clearing house)
2. Photocopies of Milwaukee County Organization Files forms	2.a)Allied Council of Senior Citizens; b)American Assn. of Retired Persons; c)Retired Men's Club of Wauwatosa
3. Pictures of organizations in action	
4. Listing of special services offered to the elderly	4.a)Mobile Meals; b)Tele-Care Service; c)Elder Care Line; d) Project Involve: Switchboard Service; Transportation; Legal Service; Housekeeping Assistance
5. Cross reference form	5.Cross reference listing; see also: folders 989,980,940,986; Organization File Jewish Community Center, p.22, Friendly Visitors; p. 21, Senior Adults Outing Program, Friendship Club, Older Adult Menu, Gym Swim; Organization File Milwaukee Christian Center
6. Newspaper articles, magazine articles	6.a)Milw. Journal Editorial page has a question & answer section for elderly personal problems; b)Human interest articles: "Clubs Add Zest to Elderly", "Adult Foster Care: A Way To Cope With Aging"
7. Listing of Golden Agers Clubs	7.a)YWCA; b)South Milwaukee Recreation Dept.; c)Wauwatosa Senior Citizens Groups
8. Newsletters	8.SCAN (Senior Center Activity Newsletter) sponsored by the United Lutheran Program for the Aging & Redeemer Lutheran Church
9. Listing of people who chair given organizations	9.Mr. X., Elder Care Fund Raising chairman, telephone #, address

The Avocational Activity Community Resources Used

In our counseling program involving 122 clients seen over an eight-month period we placed clients in avocational activities in community organizations.

We have listed the community avocational resources we used under the major headings shown below. We hope this may be of use to other avocational counselors as a systematic way of listing resources in their own communities.

Recreation
- Public
- Private Non-Profit
- Private Proprietary

Educational/Political
- Public
- Private Non-Profit
- Private Proprietary

Social and Hobby Clubs*
- Public
- Private Non-Profit
- Private Proprietary

Rehabilitation Facilities
- Private Non-Profit

Social Services
- Public
- Private Non-Profit
- Private Proprietary

Religious Organizations
- Private Non-Profit

National Organizations
- Private Non-Profit

Industry and Commerce
- Private Proprietary

Health Facilities
- Public
- Private Non-Profit

In Tables 15 through 32 on the following pages we have listed in detail the number of clients who were given information about a community avocational activities resource, whether it was visited by the client either by himself or with the counselor. We also recorded the number of clients who actually started participating in the activity in this resource. We categorized the resources first by whether special programs for the handicapped were offered and within this whether the program was for youth, adults, or the elderly. We also categorized the programs which were not specially for the handicapped by the age level of the participants.

The reader is reminded that this is a structural enumeration of the use of resources. In our Avocational Counseling Manual we described the dynamics of helping clients enter these activities. Helping handicapped clients enter activities frequently turned out to be a complex task, requiring special kinds of professional skills, including the ability to expertly appraise both the physical plant and the social situation.

* The resources in this group were listed in the "Private Non-Profit" category in cases where the group functioned independently, without a paid professional leader, even if the group was originally initiated under public auspices.

Table 15: Recreation - Public

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.*
1			1	Enderis Recreation Center						x
1				Menomonee Falls Recreation Department	x					
1				Milwaukee County Nature Program						x
8	1		7	Milwaukee Recreation Program	x			x	x	x
4			3	Milwaukee Recreation Program Volunteer	x			x		
1			1	Washington Park Senior Center					x	
1				Waukesha Recreation Dept.				x		x
1			1	Wauwatosa Recreation Dept.						x
1			1	Welfare Dept. - Recreation				x		
2				Welfare Dept. - Volunteer Services						x

*G.P. represents General Population

Table 16: Recreation - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.
2				Camp Will-o-way	x					
1				Children's Activity and Achievement Center	x			x		
1			3	Dragin Dance YWCA	x	x				
3			2	Friday Bowling YMCA	x	x				
2				Girl Scouts	x			x		
1			1	Goodwill Horizon Club		x				
2			2	Happy Thursday YWCA	x	x				
14		1	2	Jewish Community Center	x	x		x		x
2			1	Journey House						x
1				Local Parish Youth Adult Club				x		
13				Milwaukee Christian Center				x		x
3	1		1	Next Door Foundation				x		x

Table 16: Recreation - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.
1		1		Mt. Carmel Lutheran Church					x	
1			1	Multiple Sclerosis Society			x			
1	1		1	Neighborhood House						x
1			1	Northside Boys Club				x		
1				Northside YMCA				x		x
1				Outdoor Hiking Club						x
1				Red Cross Handicapped Swim Program	x					
1				St. Pius Grade School (skating)				x		
1			1	Salvation Army (Rec. Center)						x
8		2	2	Southside Boys' Club				x		
1			1	Southside Boys' Club Volunteer				x		
1				Southwest YMCA (phys. development program)	x			x		
1				Suburban YMCA	x					

Table 16: Recreation - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.
1				UARC (United Association for Retarded Children)	x	x				
6			3	YMCA - Central				x		x
1				YWCA - Jackson Street				x		x

Table 17: Recreation - Private - proprietary

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.
1				4 Riding Stables						x
1		1	1	Joy Farms						x
1			2	Olympic Bowling Lanes				x		x
1		1	1	Parkway riding stables						x
2				3 Seasons bowling lanes						x
1				Tops						x

Table 18: Educational/Political - Public

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.
1				Coast Guard classes						x
3				MATC (Milwaukee Area Technical College)						x
1			1	MATC - Cudahy						x
3				Milwaukee Museum				x		x
2				Milwaukee Public Library		x		x		x
4				Milwaukee Public Library for Blind - Volunteer		x	x			
9				Milwaukee Public Museum Films				x		x
3		1	2	Milwaukee Public Schools - Recreation Dept. Classes				x		x
2			1	Pleasant View School	x	x				
1				St. Pius High School - Drivers Education				x		
3			1	UWM Craft Center (University of Wisconsin - Milwaukee)						

Table 18: Educational/Political - Public (cont.)

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.
1				UWM Courses						x
3			2	Welfare Dept. Volunteer						x
1				West Allis Board of Education						x

Table 19: Educational/Political - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G.P.
1			1	Cardinal Stritch College - Adult Education						x
1				Center for Civic Initiative						x
1				Citizens Governmental Research Bureau						x
3				Common Cause						x
1				Community Broadcast Council, Inc.						x
1				Consumer's Budgeting Service						x
1			1	Council of Senior Citizens					x	
I				Crossroads Academy	x					
1				Drivers Ed. Class - MATC (Milwaukee Area Technical College)						x
1				Drivers Ed. Class - YMCA						x
1				Easter Seal - Ceramics Class	x					

Table 19: Educational/Political - Private - non-profit (cont.)

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1			1	MSOE - game for handicapped (Mil. Sch. of Engineering)						x
1				Montessori Schools				x		
1				Muscular Dystrophy Assoc.		x				
1				NAACP (Nat'l. Assoc. for the Advancement of Colored People)						x
1			1	Red Cross classes - safe boating						x
1			1	Salvation Army - tutoring volunteer	x					
1				Senior Action Coalition					x	
1				State of Wisconsin Election Division						x
1			1	West Allis Historical Society						x
1			1	Wisconsin Epilepsy League	x	x	x			
1				Wisconsin Marine Historical Society						x

Table 19: Educational/Political - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66 +	Youth 1-21	Elderly 55 +	G. P.
1				Know Your Wisconsin Group						x
1				Land Ethics, Inc.						x
2				League of Women Voters						x
4			2	LaFarge Lifetime Learning Institute					x	
1				Marquette U. Continuing Education						x
1			1	Marquette U. Regular Education Program						x
1				Milwaukee County Election Commission						x
1				Milwaukee County Geneological Society						x
1				Milwaukee County Historical Society						x
4				Milwaukee Free University						x
2				MSOE Classes (Milwaukee School of Entineering)						x

Table 19: Educational/Political - Private - non-profit (cont.)

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G. P.
1				Wisconsin Service League						x
1				Wisconsin State Geneaology Society						x
2	1		1	UWM - Extension Continuing Education (University of Wisconsin - Milwaukee)						x
1				UWM Physical Education Program (University of Wisconsin - Milwaukee)	x					
1	1			YMCA Classes						x
1			1	YWCA - Volunteer position	x			x		

Table 20: Educational/Political - Private - proprietary

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G. P.
1			1	Hope Day Care Center	x					
1				Model Agencies						x

Table 21: Social and Hobby Clubs -- Public

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G. P.
2				4-H, Menomonee Falls				x		
2				4-H, Milwaukee				x		
2				4-H, Waukesha				x		
1				Milwaukee Co. Park Systems Concerts						x
1				Milwaukee Players (Municipal Dept. of Recreation)						x
6	1	1	1	Fabulous Forties and Fifties - (Municipal Dept. of Recreation)					x	x

Table 22: Social and Hobby Clubs -- Private non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1				Arion Singing Group						x
1				Accent on Living	x	x	x			x
1				Bay Players (Whitefish Bay)						x
1				Bayshore Players						x
1				Brookfield Players						x
1		1		Business and Professional Club (Jewish Community Center)						x
1				Care and Treatment Center (Easter Seals)	x	x	x			x
1	1	4	1	Coffeehouse				x		x
1				Dancers Circle						x
1				Eagles Club						x
1				Easter Seal -- Monday Night Smile Club	x	x				

Table 22: Social and Hobby Clubs -- Private non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1			1	Experimental Aviation Museum						x
1				Hales Corners Community Theatre, Inc.						x
1		1	1	HO Club (Model Railroaders)						x
1		1		Hosteling Club						x
1				Humane Society, Elmbrook (Volunteer)						x
1				Junior Aces				x		
1				Kuehn Air Force Association						x
1				Men's Sketch Club						x
1				Milwaukee Bikers				x		

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Table 22: Social and Hobby Clubs -- Private non-profit

No. of clients given information	Clients visited with counselor	Clients visited on own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adults 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1	1			Milwaukee Model Railroad Club						x
1		1	1	Milwaukee Philatelic Club						x
1				Milwaukee Solo Parents						x
1				Mummers of St. Paul's Episcopal						x
1				Mt. Mary Drama Club						x
1			1	Multiple Sclerosis Society - Milwaukee Men's Club		x				
1				New Berlin Busy Bees					x	x
1				New Berlin Homemakers					x	x
1		1	1	Parents Without Partners						x
1				Pilot Club of Milwaukee						x

Table 22: Social and Hobby Clubs -- Private non-profit

No. of clients given information	Clients visited with counselor	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adults 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G. P.
1			Questor's Hobby Club						x
1			Rehabilitation Gazette	x	x	x			x
1			Seven Arts Society						x
1		1	Shorewood Players Club						x
1			Ski Club						x
3			Sunday Morning Breakfast Club					x	x
2			Sunset Playhouse, Inc.						x
2			Sunset Playhouse (Women's League						x
1			Toastmasters'						x
2			Tour of the Month Club						x
2	1		20's and 30's Club (Jewish Community Center)						x

Table 22: Social and Hobby Clubs - Private non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1				Vagabonds						x
1				West Allis Flying Club						x
1			1	Widows and Widowers Club						x
5				Wisconsin Go-Hiking Club						x
1				Women's Art Show - YWCA						x
1				YMCA Economics Club						x
4			2	YMCA Serendipity						x
1				YWCA Women's Club						x

Table 23: Social and Hobby Clubs -- Private - proprietary

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1				Sara Bales Legal Group						x

Table 24: Rehabilitation Facilities - Private non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
				Curative Workshop of Milwaukee						
5			5	Physical Restoration Service		x	x			
13	8	2	9	Self Help	x	x	x			
4	2			Self Help - Volunteer	x	x	x			
1		1	1	Vocational Service		x				
1				Children's Center	x					
1				DePaul Rehabilitation Hospital - Volunteer						x
1	1		1	Matt Talbott Home for Alcoholics (volunteer)						x
1				Ranch volunteer	x					
1				Rehabilitation Center - Missouri	x					
1			1	Rehabilitation Center volunteer	x	x	x	x	x	x
1			1	Salvation Army Community Center (volunteer)						x
1			1	Salvation Army Parole Service (volunteer)						x

Table 25: Social Services - Public

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
2				Center for Voluntary Action						x
1			2	Dept. of Public Welfare						x
2				Social Security Administration (volunteer)						x

Table 26: Social Services - Private - non-profit

No. of clients given information	Clients visited: With counselor	Clients visited: on his own	Clients placed	Community Activity Resources	Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1				Brooker T. Asche						
1			1	Consumer Budgeting Service						x
1				Dial-a-Ride						x
1			2	Elder Care Line			x		x	
1			1	Elder Care Line (volunteer)			x		x	
2				Family Services (volunteer)						x
1			2	FISH		x				
1			1	FOCUS (Family Oriented Counseling for Understanding Sight Loss		x	x			
1				Headstart (volunteer)				x		
2			2	Home activities with volunteer						
1			1	Marquette Campus Ministry						x
1			1	Washington Park (volunteer)			x		x	
1				YWCA volunteer				x		

Table 27: Social Services - Private - Proprietary

No. of clients given information	Clients visited with counselor	Clients visited on own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1				Jackson Center					x	

Table 28: Religious Organizations - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1				Gesu Lutheran Youth Group				x		
2				Grace Lutheran Church				x		x
2				Interfaith Program for Elderly					x	
1				Knights of Columbus						x
1				Mt. Carmel Lutheran Church			x			
6	1		2	Nextdoor Neighborhood Foundation						x
1	1		1	Northcott Neighborhood House						x
1				St. John De Nepomuc Church Volunteer						x
1			1	St. Veronica's (volunteer)						x
3			1	Village Church					x	

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Table 29: National Organizations - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adults 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
2				Diabetes Association						x
2				Easter Seal Society						
1				Knights of Columbus						
1				Multiple Sclerosis Society		x				
1				NAACP - National Assoc. for the Advancement of Colored People						
2			2	National Paraplegic Association	x	x	x			
2				Sertoma Club						
6			2	UARC - United Assoc. for Retarded Children	x	x				
3				UARC Youth Southside						

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Table 30: Industry & Commerce - Private - Proprietary

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1				Burnside Electronics						x
1				FMC Corp. - Power control division						x
1		1		Music Store						
1				Stearn's Magnetics						x
2				Village Gallery						x

Table 31: Health Facilities - Public

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
8	2		4	Milwaukee County Mental Health Service - Volunteer Service		x	x			x
1			1	Milwaukee Health Dept.						x
1				Ladd Lake	x					

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Table 32: Health Facilities - Private - non-profit

No. of clients given information	Clients visited with counselor	Clients visited on his own	Clients placed	Community Activity Resources	Special Programs for Handicapped: Youth 1-21	Adult 22-65	Elderly 66+	Youth 1-21	Elderly 55+	G.P.
1			1	OT Dept., Lutheran Hospital, (volunteer)						x
1				Visiting Nurse Association (Waukesha)			x			
1		1		St. Luke's Hospital (volunteer)						x
377*	25	21	119	GRAND TOTAL						

These tables indicate the number and kinds of community organizations which our clients became involved in, but should not be used to judge the number of activities in which clients actually participated. A number of clients resumed former interests or affiliations or pursued activities in informal circles of family or friends. These kinds of activity participation are not recorded any place in the above tables. One placement in a community organization may represent one activity or several. Volunteer placements of severely physically disabled clients were often impossible, due largely to architectural barriers or transportation problems. Two such clients were placed in our office as volunteers to perform clerical duties. These are not listed in the report because of the temporary nature of the project and therefore of the work which they did.

* These units of information represent only those which clients discussed with the counselor, not the units of information which client or counselor discovered in the files and then rejected as inappropriate. It is not possible to know how much information the client discovered in the files and used but did not discuss with the counselor.

Transportation Problems

The handicapped are frequently limited by transportation problems in their opportunities to participate in avocational activities.

Using complicated instruments of avocational choice to determine underlying needs and interests is only half of the counseling process. A careful analysis of the constraints to carrying out the choice is an equally important professional skill. The handicapped, more than others, find transportation problems difficult.

With great public concern over improved public transportation facilities, how the handicapped can travel to and from avocational activities is not only an individual but a social problem.

On the following page we have presented a transportation schema for analyzing how travel is accomplished by these individuals. A discussion of this travel schema data follows immediately on this page.

A relatively small percentage of clients (21.51%) were totally independent with respect to transportation.

For many clients among the 42% who used public transportation independently, such limitations as time, distance, and money had to be taken into account as potential interferences with participation in activities. 25% of the clients depended for transportation upon family members or friends, and consequently their choices of activities were also somewhat limited to those activities which were not located great distances from their homes, activities or groups which met only at certain times and on certain days, and those activities or groups which did not meet so frequently that the individual would have to impose often on someone else for transportation.

While only 10% (12) of the clients were totally dependent on special assistants and special vehicles for transportation, the high cost of this kind of transportation makes it a high priority problem.

Table 33: Transportation Schema for Local Travel

PUBLIC TRANSPORTATION: Type of Assistant Required

TYPE OF PUBLIC TRANSPORTATION	self	spouse	relative	friend	neighbor	co-worker	paid attendant	paid driver	fellow client
bus	50			3					
train									
subway									
taxi	2						2	3	
Handicab, proprietory							3	2	
Handicab, cooperatively owned									

PRIVATE TRANSPORTATION: Driver and Type of Assistant Required

METHOD OF PAYMENT	self	spouse	relative	friend	neighbor	co-worker	fellow client	paid attendant	car pool
free	26	3	21	3		1			
drive alternately									
pay own share of expenses				1				2	
pay more than own share of expenses									
hire driver									
hire attendant									
hire car plus driver plus attendant									
agency pays									
DVR transportation allowance									

CHAPTER 7

ELEMENTS OF AVOCATIONAL CHOICE AND PARTICIPATION

Tables 34 through 37 present data on elements of avocational choice and participation chronologically, starting with the history of avocational participation and continuing through the situation at the start of counseling, the end of counseling, and finally at followup.

The problems in gathering data in this form were greater than we thought and the results must be viewed as only exploratory and highly tentative. The difficulty is that the data are based on counselor judgement, and it is a very difficult task for a counselor to judge with reliability that these elements designated were to be found in the cases. Research attempting to itemize elements in social case histories has always faced this hazard. Nevertheless, if the elements in avocational counseling are to be analyzed, a start had to be made somewhere and we offering the data as a stepping-off point for future investigators to revise and refine.

It is to be emphasized that this data was gathered from very handicapped individuals and is unlikely to be representative of a mainstream group.

The data in the columns headed "range", "mean", and "S.D." all refer to the number of activities pursued by the clients. For instance, in Table 34, which records the history of the avocational participation of clients, in Row 1, 61 clients had been judged to be successfully pursuing avocational activities. The number of activities in which clients were judged to have been successfully participating ranged from 1 through 16 per client. The mean number of activities in which a client had successfully participated was 4, and the standard deviation from the mean was 2.

In Table 37 the first two row items show whether clients were or were not participating in the avocational activity they chose as a result of counseling.

Table 34: History of Avocational Participation of the 72 Clients Followed Up

History of Avocational Participation	N of Clients	Range	Mean	S.D.
PARTICIPATION				
successful	61	1-16	4	2
unsuccessful	8	1-2	1	0
CATHECTION				
positive	59	1-13	4	2
neutral	15	1-2	1	0
negative	6	1-3	2	1
SATISFACTION				
intrinsic	58	1-9	4	2
extrinsic	37	1-10	2	2
none	5	1-2	1	0
PROBLEMS OF CHOICE				
unrealistic choice	4	1-6	2	2
choice arrived at without sufficient consideration	2	1-6	4	2
choice influenced by external circumstances	5	1-3	1	1
ambivalent	2	1	1	0
highly generalized anxiety about any activity	7	1	1	0
phobia about a specific activity or group of activities	2	1-3	2	1
bored (can succeed but no incentive)	4	1	1	0
LIMITED BY:				
physical impairment(s)	12	1-12	3	3
emotional impairment	8	1-4	2	1
mental impairment	8	1-6	3	2
family attitude	5	1-13	4	5
cultural attitude	-	-	-	-
transportation	3	1-4	2	1
finances	1	1	1	-

Table 35: Elements in Avocational Choice at Start of Counseling

Elements in Avocational Choice at Start of Counseling	N. of Clients	Range	Mean	S.D.
PARTICIPATION				
successful	50	1-10	3	2
unsuccessful	11	1-8	2	2
CATHECTION				
positive	67	1-12	4	3
neutral	30	1-7	2,	2
negative	8	1-4	2	1
SATISFACTION				
intrinsic	54	1-7	3	2
extrinsic	35	1-9	2	2
none	6	1-3	2	1
PROBLEMS OF CHOICE				
unrealistic choice	5	1-6	2	2
choice arrived at without sufficient consideration	3	1-7	3	3
choice influenced by external circumstances	18	1-4	2	1
ambivalent	13	1-6	2	2
high generalized anxiety about any activity	17	1-7	3	2
phobia about a specific activity or group of activities	2	1-3	2	1
bored (can succeed but no incentive)	4	1-7	3	2
LIMITED BY:				
physical impairment(s)	22	1-11	3	2
emotional impairment	16	1-8	4	2
mental impairment	15	1-8	3	2
family attitude	7	1-12	5	4
cultural attitude	3	1-2	1	0
transportation	3	1-4	2	1
finances	2	1	1	0

Table 36: Elements in Avocational Choice at End of Counseling

Elements in Avocational Choice at End of Counseling	N. of Clients	Range	Mean	S.D.
PARTICIPATION				
successful	55	1-8	4	2
unsuccessful	12	1-2	1	0
CATHECTION				
positive	69	1-11	5	2
neutral	24	1-4	2	1
negative	9	1-3	1	1
SATISFACTION				
intrinsic	57	1-7	3	2
extrinsic	45	1-8	3	2
none	4	1-3	2	1
PROBLEMS OF CHOICE				
unrealistic choice	6	1-2	1	0
choice arrived at without sufficient consideration	2	1	1	0
choice influenced by external circumstances	14	1-4	2	1
ambivalent	8	1-5	2	1
high generalized anxiety about any activity	11	1-7	2	2
phobia about a specific activity or group of activities	1	3	3	0
bored (can succeed but no incentive)	3	1-7	3	3
LIMITED BY:				
physical impairment(s)	20	1-7	3	2
emotional impairment	13	1-8	3	2
mental impairment	10	1-8	3	2
family attitude	5	1-8	2	3
cultural attitude	2	1	1	0
transportation	2	2-3	2	0
finances	1	1	1	0

Table 37: Status of Avocational Participation of 72 Clients as Recorded by the Followup Interviewers

Status at Followup	N. of Clients	Range	Mean	S.D.
PARTICIPATION				
participating	68	1-13	3	2
not participating	60	1-9	3	2
CATHECTION				
positive	71	1-16	4	2
neutral	34	1-2	1	0
negative	26	1-4	2	1
SATISFACTION				
intrinsic	68	1-9	3	2
extrinsic	58	1-6	2	1
none	21	1-3	2	0
PROBLEMS OF CHOICE				
unrealistic choice	11	1-4	2	1
choice arrived at without sufficient consideration	4	1	1	0
choice influenced by external circumstances	18	1-4	2	1
ambivalent	5	1	1	-
high generalized anxiety about any activity	6	1-2	1	0
phobia about a specific activity or group of activities	1	1	1	-
bored (can succeed but no incentive)	1	2	2	-
LIMITED BY:				
physical impairment(s)	17	1-9	3	2
emotional impairment	6	1-5	2	1
mental impairment	6	1-4	3	1
family attitude	2	1-8	4	4
cultural attitude	-	-	-	-
transportation	2	3-4	4	0
finances	-	-	-	-

CHAPTER 8

FOLLOWUP

72 of the 110 clients (65%) who completed counseling were followed up from one to six months after counseling was completed.

Most of the interviewing (63 interviews, or 87.5%) was done by an interviewer who was a newcomer to the research staff and was kept separate from the department until 4/12/74 in order for her to maintain as much objectivity as possible. At this time, in order to complete as many interviews as possible, 9 (or 12.5%) additional followup interviews were done by other staff members. They were assigned to interview clients other than the ones they had worked with. Interviews were conducted either in the Agency or in the homes of respondents.

Interview schedules were filled out for each of the avocational activities in which the 72 clients were participating at the time of the followup interview. Clients were, on the average, participating in three activities, so that a total of 217 interview schedules were completed.

The interview schedule, entitled the "Milwaukee Avocational Satisfaction Questionnaire" was developed during the project and has two parts. We plan to revise the schedule slightly by changing a few words which were found by the followup interview to be confusing to respondents. (*)

Part I is a five choice 24 item 2 page questionnaire which may be used separately as a questionnaire as well as an interview schedule. It is adapted with permission from the Minnesota Satisfaction Questionnaire. (**) Some items from the long form and some from the short form were used.

The column headings were revised on the advice of Professor Rene V. Dawis, Department of Psychology, University of Minnesota, based on their most recent work on the Minnesota (job) Satisfaction Questionnaire. They found that the new column headings ".....yield a more normal distribution with the mean right around scale value 3 in a 1-to-5 scale...." (***)

(*) A copy of the revised questionnaire may be obtained by writing the Research Dept., Curative Workshop of Milwaukee, 10437 West Watertown Plank Road, Milwaukee, Wisconsin 53226

(**) Weiss, D.J., Dawis, R.V., England, G.W., and Lofquist, L.H., Manual for the Minnesota Satisfaction Questionnaire, University of Minnesota Industrial Relations Center, Bulletin 45, 1967

(***) Letter dated 12/11/73, Rene V. Dawis to Robert P. Overs

We believe that Part I may be used with groups to evaluate activity programs as well as for the use to which we put it. In addition, it has promise as a research tool for determining what satisfactions are most important in which activities.

Tables 38 through 41, on pages 89 through 94 present the data from Part I.

Tables 42 through 51, on pages 106 through 113 present the data from Part II of the interview schedule.

Table 38 on the following two pages presents the data collected from followup interviews with 72 clients. An examination of this table is interesting primarily for obtaining an overview of the questionnaire and the order in which the questions are presented to the respondents. We suggest that the reader proceed to Tables 39, 40 and 41 to examine the more significant breakdown and arrangement of this data, and return to the Table 38 summary of data to make comparisons.

The distribution of scores on Part I of the questionnaire is presented in Table 39. There is a relatively normal distribution but somewhat negative skewed. That is, respondents are somewhat more satisfied than a normal distribution of this attitude would produce. Since we do not have data on a cross section of the population we do not know how to interpret this. Is the questionnaire properly constructed to yield a normal distribution when applied to a GP sample? Are our respondents more prone to be satisfied than would be a sample of the GP? Is this a measure of counseling success that our respondents are more satisfied than a normal distribution would predict? Much more normative data is needed to answer these questions.

Table 40 rank orders the questions in the questionnaire in the order in which they were considered to apply or not to apply. Items 13, 14 and 19 at the top of the list were thought to apply in nearly every case. Item 6 at the bottom of the list was thought not to apply 57% of the time.

This is a measure of the elements in an avocational activity which seem important to the participants, and also is one way of measuring the order of their importance. With further data from a GP population it may be possible to eliminate some items from the bottom of the list as of insufficient importance. For instance, the respondents believed that the last item, number 6, more often did <u>not</u> apply than did apply. This and perhaps other near to last items may well be dropped to shorten the questionnaire without reducing its effectiveness.

Table 38: Client Responses at Followup Interview

(code) (activity)

Milwaukee Avocational Satisfaction Questionnaire: Part I

Ask yourself: How satisfied am I with this aspect of my activity?

Not satisfied - (This aspect of my activity is much poorer than I would like it to be)

Only slightly satisfied - (This aspect of my activity is not quite what I would like it to be)

Satisfied - (This aspect of my activity is what I would like it to be)

Very satisfied - (This aspect of my activity is even better than I expected it to be)

Extremely satisfied - (This aspect of my activity is much better than I hoped it could be)

Does not apply means that the question does not apply to my activity.

Does not apply	In my present activity, this is how I feel about:	Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
41	1. Being able to keep busy all the time.....	19	19	70	39	25	213
70	2. The chance to work alone on the activity.....	14	12	62	32	22	212
23	3. The chance to do different things from time to time	15	14	92	45	28	217
67	4. The chance to be "somebody" in the community.....	24	6	65	30	25	217
62	5. The chance to do things for other people.....	19	12	56	40	26	215
121	6. The chance to tell people what to do	19	12	34	18	7	211
9	7. The chance to do something that makes use of my abilities.....	14	17	86	52	34	212
59	8. The chances for advancement in this activity....	20	18	50	45	22	214
12	9. The freedom to use my own judgement	12	10	90	46	46	216

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Table 38 (cont): Client Responses at Follow[illegible] Interview

Does not apply		Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
50	10. The chance to try my own methods of doing the activity.....	11	21	78	32	25	217
54	11. The way the other people in the activity get along with each other.....	12	15	71	41	24	217
36	12. The praise I get for doing a good job.....	15	10	72	44	40	217
8	13. The feeling of accomplishment I get from the activity....	9	15	78	71	36	217
8	14. Physical surroundings where I carry on the activity....	11	20	92	51	35	217
50	15. The chance to develop close friendships with the other people in the activity.....	15	22	65	38	27	217
42	16. The way I get full credit for the work I do.....	15	13	76	44	27	217
53	17. The routine in my activity.....	18	15	79	28	24	217
93	18. The chance to "rub elbows" with important people.....	25	7	45	21	19	210
8	19. The pleasantness of the conditions in which the activity is carried on.....	6	18	85	53	36	206
49	20. The friendliness of other people in the activity....	5	16	74	46	27	217
50	21. The people I am with in the activity.....	7	14	76	43	25	215
102	22. My immediate instructor or club leader.....	8	12	44	23	26	215
21	23. How satisfied my family is for me to be in this activity.....	16	9	86	52	32	216
34	24. How satisfied I am with the activity as compared with the other people in the activity	8	12	87	39	37	217
1,122		337	339	1,713	973	675	5,159

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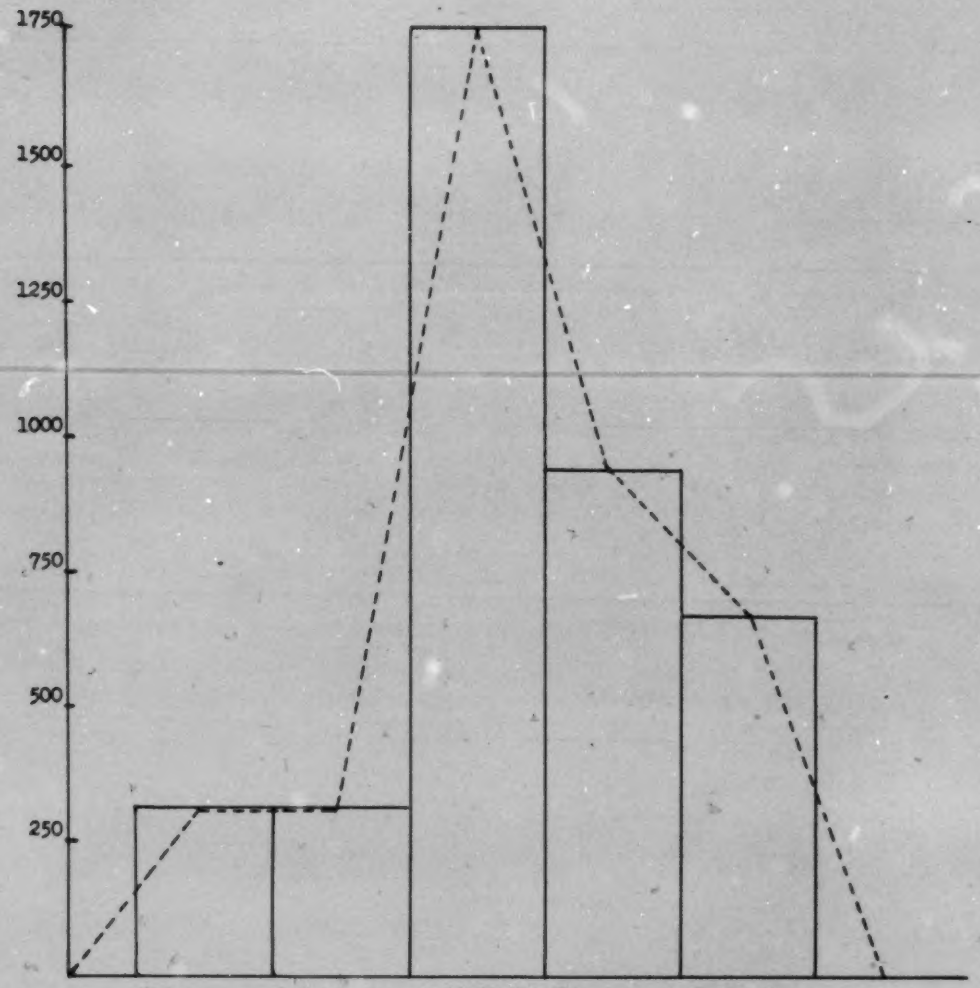
Table 39: Distribution of scores on Milwaukee Avocational Satisfaction Questionnaire, Part I



	N	%	Cumulative % up	Cumulative % down
1. Extremely satisfied	675	16.72	100.00	16.72
2. Very satisfied	973	24.10	83.28	40.82
3. Satisfied	1713	42.43	59.18	83.25
4. Slightly satisfied	339	8.40	16.75	91.65
5. Not satisfied	337	8.35	8.35	100.00
	4037	100.00		

TABLE 40: Distribution of "Does not apply" Responses

Number of Total Responses to Questions	Number Stating Did Not Apply	Question Number	Question	% believing it applies	% believing does not apply
217	8	13	The feeling of accomplishment I get from the activity	96.31	3.69
217	8	14	The physical surroundings where I carry on the activity	96.31	3.69
206	8	19	The pleasantness of the conditions in which the activity is carried on	96.12	3.88
212	9	7	The chance to do something that makes use of my abilities	95.75	4.25
216	12	9	The freedom to use my own judgement	94.44	5.56
216	21	23	How satisfied my family is for me to be in this activity	90.28	9.72
217	23	3	The chance to do different things from time to time	89.4	10.6
217	34	24	How satisfied I am with the activity as compared with the other people in the activity	84.33	15.67
217	36	12	The praise I get for doing a good job	83.41	16.59
213	41	1	Being able to keep busy all the time	80.75	19.25
217	42	16	The way I get full credit for the work I do	80.65	19.35
217	49	20	The friendliness of the other people in the activity	77.42	22.58
217	50	10	The chance to try my own methods of doing the activity	76.96	23.04
217	50	15	The chance to develop close friendships with the other people in the activity	76.96	24.04
215	50	21	The people I am with in the activity	76.74	23.26
217	53	17	The routine in my activity	75.58	24.42
217	54	11	The way the other people in the activity get along with each other	75.12	24.88
214	59	8	The chances for advancement in this activity	72.43	27.57
215	62	5	The chance to do things for other people	71.16	28.84
217	67	4	The chance to be "somebody" in the community	69.12	30.88
212	70	2	The chance to work alone on the activity	66.98	33.02
210	93	18	The chance to "rub elbows" with important people	55.71	44.29
215	102	22	My immediate instructor or club leader	52.56	47.44
211	121	6	The chance to tell people what to do	42.65	57.35

In Table 41, as a more rigorous test of satisfaction with avocational activities, the responses were dichotomized by combining the responses "satisfied", "very satisfied", and "extremely satisfied", and calling this the satisified group, and combining the "not satisfied" and "only slightly satisfied" to form the non-satisfied group.

In doing this we made the assumption that avocational activity satisfaction is on a continuum. We make the additional assumption that, different from paid employment, if a respondent was "only slightly satisfied" he would be unlikely to continue to pursue the activity, and he would therefore fit in with the "not satisfied" group. Further empirical work is required to verify this second assumption.

The questionnaire items in Table 41 are ranked according to the percentage of respondents who expressed satisfaction with the items. Satisfaction with each aspect was expressed by 65% to 89% of the respondents. There doesn't seem to be any significant connection between the number who expressed satisfaction with each aspect and the number for whom the question did not apply, although the rankings in Tables 40 and 41 are somewhat similar. For example, half of the items in the lower one third of the two tables of rankings are the same, and half of the items in the upper one third of the rankings are the same in each table.

TABLE 41: Satisfaction and Dissatisfaction Expressed by Questionnaire Items in Rank Order

Total Responses	Does not apply	Question #	Question	Satisfied • very satisfied • extremely satisfied N	Satisfied • very satisfied • extremely satisfied %	Not Satisfied • only slightly satisfied N	Not Satisfied • only slightly satisfied %
204	12	9	The freedom to use my own judgement	182	89.22	22	10.78
183	34	24	How satisfied I am with the activity as compared with the other people in the activity	163	89.07	20	10.93
209	8	13	The feeling of accomplishment I get from the activity	185	88.52	24	11.48
198	8	19	The pleasantness of the conditions in which the activity is carried on	174	87.88	24	12.12
168	49	20	The friendliness of the other people in the activity	147	87.5	21	12.5
165	50	21	The people I am with in the activity	144	87.27	21	12.73
195	21	23	How satisfied my family is for me to be in this activity	170	87.18	25	12.82
181	36	12	The praise I get for doing a good job	156	86.19	25	13.81
209	8	14	The physical surroundings where I carry on the activity	178	85.17	31	14.83
194	23	3	The chance to do different things from time to time	165	85.05	29	14.95
203	9	7	The chance to do something that makes use of my abilities	172	84.73	31	15.27
175	42	16	The way I get full credit for the work I do	147	84.00	28	16.00
163	54	11	The way the other people in the activity get along with each other	136	83.44	27	16.56
113	102	22	My immediate instructor or club leader	93	82.3	20	17.7
142	70	2	The chance to work alone on the activity	116	81.69	26	18.31
167	50	10	The chance to try my own methods of doing the activity	135	80.84	32	19.16
150	67	4	The chance to be "somebody" in the community	120	80.00	30	20.00
164	53	17	The routine in my activity	131	79.88	33	20.12
153	62	5	The chance to do things for other people	122	79.74	31	20.26
172	41	1	Being able to keep busy all the time	134	77.91	38	22.09
167	50	15	The chance to develop close friendships with the other people in the activity	130	77.84	37	22.16
155	59	8	The chances for advancement in this activity	117	75.48	38	24.52
117	93	18	The chance to "rub elbows" with important people	85	72.65	32	27.35
90	121	6	The chance to tell people what to do	59	65.56	31	34.44

In the immediately preceding tables we have attempted to show total client satisfaction and dissatisfaction with avocational activities by summing client responses to each specific activity in which they were engaged at followup.

The following ten pages show client opinion in more detail by reporting on satisfaction and dissatisfaction with respect to the five most frequently pursued second digit groupings, which were as follows:

Code	Activity
140	card games
220	individual non-competitive sports
530	interlacing and interlocking crafts
780	self-development activities
960	social groups

Client avocational activity pursuits at followup were so dispersed throughout the possible range of avocational activities that, in order to show trends, specific activities at the three digit code level were combined into two digit groups shown in the listing immediately above. For instance, the separate three digit level activities of "bridge playing" and "sheepshead" were combined under the two digit level grouping of "card games".

This level of analysis permits us to examine in more detail not only what dimensions of satisfaction, as represented by the specific questions on the questionnaire, are judged important by the clients for what activities, but also which dimensions they feel do not apply.

To illustrate, on page 96 we note that Question 2, "The chance to work alone on the activity", is judged by most clients not to apply to satisfaction from playing cards. On the other hand, under Item 7, we find that "The chance to do something that makes use of my abilities" is a key dimension with respect to judging card playing as "extremely satisfying".

Asterisks are used instead of numbers in the tables as a visual aid to showing the distribution graphically. Each asterisk represents one client judgment.

140 (code) — Card games (activity)

Milwaukee Avocational Satisfaction Questionnaire: Part I

Ask yourself: How satisfied am I with this aspect of my activity?

Not satisfied - [This aspect of my activity is much poorer than I would like it to be]

Only slightly satisfied - [This aspect of my activity is not quite what I would like it to be]

Satisfied - [This aspect of my activity is what I would like it to be]

Very satisfied - [This aspect of my activity is even better than I expected it to be]

Extremely satisfied - [This aspect of my activity is much better than I hoped it could be]

Does not apply means that the question does not apply to my activity

Does not apply	In my present activity, this is how I feel about:	Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
***	1. Being able to keep busy all the time		**	*** ***	**	*
*** ***** ***	2. The chance to work alone on the activity			**		*
*** ***	3. The chance to do different things from time to time . .	*		***	* ***	
** ***	4. The chance to be "somebody" in the community			***	***	**
***	5. The chance to do things for other people	*		***	* ***	***
*** *** ***	6. The chance to tell people what to do	*		**	*.*	
*	7. The chance to do something that makes use of my abilities . .	*		* ***	***	* ***
***	8. The chances for advancement in this activity	*		* ***	** ***	*
*	9. The freedom to use my own judgement	*	*	*** * ***	*	***

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Does not apply		Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
	10. The chance to try my own methods of doing the activity . .	*		*	*	*
*	11. The way the other people in the activity get along with each other	**		**	*	**
**	12. The praise I get for doing a good job	*	*	**	**	***
	13. The feeling of accomplishment I get from the activity	**	*	***	***	**
*	14. The physical surroundings where I carry on the activity. . . .	*	**	***	***	*
*	15. The chance to develop close friendships with the other people in the activity. . . .		**	**	**	*
*	16. The way I get full credit for the work I do	*	*	**	***	*
*	17. The routine in my activity. .	*	*	**	**	*
*	18. The chance to "rub elbows" with important people	**		***	**	***
	19. The pleasantness of the conditions in which the activity is carried on		**	***	*	**
*	20. The friendliness of the other people in the activity. . . .		*	***	*	**
*	21. The people I am with in the activity	*	**	*	*	**
*	22. My immediate instructor or club leader.			*		**
***	23. How satisfied my family is for me to be in this activity. .		*	*	*	**
**	24. How satisfied I am with the activity as compared with the other people in the activity	*		*	**	**

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220 (code) Individual non-competitive sports (activity)

Milwaukee Avocational Satisfaction Questionnaire: Part I

Ask yourself: How satisfied am I with this aspect of my activity?

Not satisfied - [This aspect of my activity is much poorer than I would like it to be]

Only slightly satisfied - [This aspect of my activity is not quite what I would like it to be]

Satisfied - [This aspect of my activity is what I would like it to be]

Very satisfied - [This aspect of my activity is even better than I expected it to be]

Extremely satisfied - [This aspect of my activity is much better than I hoped it could be]

Does not apply means that the question does not apply to my activity

Does not apply	In my present activity, this is how I feel about:	Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
***	1. Being able to keep busy all the time	**		***	***	*
* *** ***	2. The chance to work alone on the activity	*	*	***	*	*
*	3. The chance to do different things from time to time . .		**	* *** ***	* ***	
* ***	4. The chance to be "somebody" in the community		*	* *** ***	**	
** ***	5. The chance to do things for other people		*	** ***	***	
** *** ***	6. The chance to tell people what to do	*	*	***		*
*	7. The chance to do something that makes use of my abilities . .	**	**	** ***	* ***	
**	8. The chances for advancement in this activity	***	**	* ***	***	
*	9. The freedom to use my own judgement	**		* *** ***	* ***	

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Does not apply		Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
*	10. The chance to try my own methods of doing the activity . .	*	**	***	*	***
***	11. The way the other people in the activity get along with each other	**	*	*	***	
***	12. The praise I get for doing a good job	*		***	**	**
	13. The feeling of accomplishment I get from the activity		***	***	***	***
	14. The physical surroundings where I carry on the activity. . . .		**	***	**	***
***	15. The chance to develop close friendships with the other people in the activity. . . .		***	***		**
***	16. The way I get full credit for the work I do		**	***		*
***	17. The routine in my activity. .	**		***		***
***	18. The chance to "rub elbows" with important people	**		**		
	19. The pleasantness of the conditions in which the activity is carried on		***	***	*	***
***	20. The friendliness of the other people in the activity. . . .		***	***		
***	21. The people I am with in the activity		*	***	**	*
***	22. My immediate instructor or club leader.	*	*	***		
**	23. How satisfied my family is for me to be in this activity. .	*	*	***	**	***
**	24. How satisfied I am with the activity as compared with the other people in the activity	*	*	***	**	***

530 (code) — Interlacing and interlocking crafts (activity)

Milwaukee Avocational Satisfaction Questionnaire: Part I

Ask yourself: How satisfied am I with this aspect of my activity?

Not satisfied - [This aspect of my activity is much poorer than I would like it to be]

Only slightly satisfied - [This aspect of my activity is not quite what I would like it to be]

Satisfied - [This aspect of my activity is what I would like it to be]

Very satisfied - [This aspect of my activity is even better than I expected it to be]

Extremely satisfied - [This aspect of my activity is much better than I hoped it could be]

Does not apply means that the question does not apply to my activity

Does not apply	In my present activity, this is how I feel about:	Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
**	1. Being able to keep busy all the time	*	***	****	*	*
	2. The chance to work alone on the activity	**	*	****	***	
*	3. The chance to do different things from time to time . .	**		****	*	
** ***	4. The chance to be "somebody" in the community	***	*	***	*	*
* ***	5. The chance to do things for other people		***	***	*	**
* *** *** ***	6. The chance to tell people what to do	*	*	***		
	7. The chance to do something that makes use of my abilities . .		***	***	**	**
*	8. The chances for advancement in this activity	**	***	***	***	*
*	9. The freedom to use my own judgement	*		***	***	***

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Does not apply		Not satis-fied	Only slight-ly satis-fied	Satis-fied	Very satis-fied	Extreme-ly satis-fied
** ***	10. The chance to try my own methods of doing the activity . .	*	*	* *** ***		*
*** ***	11. The way the other people in the activity get along with each other			*** ***	**	*
*	12. The praise I get for doing a good job	*	*	** ***	* ***	***
	13. The feeling of accomplishment I get from the activity	*	*	*** ***	*** ***	*
*	14. The physical surroundings where I carry on the activity. . . .		**	* *** ***	** ***	
*** ***	15. The chance to develop close friendships with the other people in the activity. . . .	**	*	***	***	
*	16. The way I get full credit for the work I do	*		** *** ***	**	***
*	17. The routine in my activity. .	**	*	*** *** ***	**	
* *** *** ***	18. The chance to "rub elbows" with important people	***		*	*	
**	19. The pleasantness of the conditions in which the activity is carried on		*	* *** ***	* ***	*
*** ***	20. The friendliness of the other people in the activity. . . .	*	*	***	***	*
*** ***	21. The people I am with in the activity		*	* ***	***	*
* ***	22. My immediate instructor or club leader.	**		***	* ***	**
*	23. How satisfied my family is for me to be in this activity. .		*	*** *** ***	***	*
**	24. How satisfied I am with the activity as compared with the other people in the activity	*		*** *** ***	**	*

780 Self-development activities

(code) (activity)

Milwaukee Avocational Satisfaction Questionnaire: Part I

Ask yourself: How satisfied am I with this aspect of my activity?

Not satisfied - [This aspect of my activity is much poorer than I would like it to be]

Only slightly satisfied - [This aspect of my activity is not quite what I would like it to be]

Satisfied - [This aspect of my activity is what I would like it to be]

Very satisfied - [This aspect of my activity is even better than I expected it to be]

Extremely satisfied - [This aspect of my activity is much better than I hoped it could be]

Does not apply means that the question does not apply to my activity

Does not apply	In my present activity, this is how I feel about:	Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
***	1. Being able to keep busy all the time	**	*	* ***	**	***
**	2. The chance to work alone on the activity	*	*	* *** ***	*	***
*	3. The chance to do different things from time to time . .		** ***	***	***	***
* *** ***	4. The chance to be "somebody" in the community	**		***	*	**
*** *** ***	5. The chance to do things for other people	**		*	**	*
*** *** ***	6. The chance to tell people what to do		**	*	*	
**	7. The chance to do something that makes use of my abilities . .	*	*	* ***	***	* ***
***	8. The chances for advancement in this activity	*	**	*	* *** ***	*
	9. The freedom to use my own judgement	*	**	** ***	* ***	***

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Does not apply		Not satis-fied	Only slight-ly satis-fied	Satis-fied	Very satis-fied	Extreme-ly satis-fied
*	10. The chance to try my own methods of doing the activity . .		*	*** *** ***	*	
**	11. The way the other people in the activity get along with each other			** *** ***	* ***	
*	12. The praise I get for doing a good job			** *** *** ***	**	
*	13. The feeling of accomplishment I get from the activity		*	* *** ***	** ***	
	14. The physical surroundings where I carry on the activity. . . .	*	*	** *** ***	***	
**	15. The chance to develop close friendships with the other people in the activity. . . .		***	** *** ***		
**	16. The way I get full credit for the work I do	**	*	* *** ***	**	
*	17. The routine in my activity. .	*	***	*** ***	***	
*** ***	18. The chance to "rub elbows" with important people	*	***	***	*	
	19. The pleasantness of the conditions in which the activity is carried on		*	*** *** ***	* ***	
*	20. The friendliness of the other people in the activity. . . .			* *** ***	*** ***	
*	21. The people I am with in the activity	*		** *** ***	***	
**	22. My immediate instructor or club leader.			** ***	* ***	***
*	23. How satisfied my family is for me to be in this activity. .	*	*	** ***	*** ***	
*	24. How satisfied I am with the activity as compared with the other people in the activity		**	*** ***	** ***	

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960 (code) — Social groups (activity)

Milwaukee Avocational Satisfaction Questionnaire: Part I

Ask yourself: How satisfied am I with this aspect of my activity?

Not satisfied - [This aspect of my activity is much poorer than I would like it to be]

Only slightly satisfied - [This aspect of my activity is not quite what I would like it to be]

Satisfied - [This aspect of my activity is what I would like it to be]

Very satisfied - [This aspect of my activity is even better than I expected it to be]

Extremely satisfied - [This aspect of my activity is much better than I hoped it could be]

Does not apply means that the question does not apply to my activity

Does not apply	In my present activity, this is how I feel about:	Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
*	1. Being able to keep busy all the time	***		***	***	*
**	2. The chance to work alone on the activity	*	**	**	*	
*	3. The chance to do different things from time to time . .	*	*	***	*	*
**	4. The chance to be "somebody" in the community	**		***	**	***
***	5. The chance to do things for other people		**	***	**	**
**	6. The chance to tell people what to do	*	*	*	***	
*	7. The chance to do something that makes use of my abilities . .	**	***	**	*	*
**	8. The chances for advancement in this activity	**	*	***	**	*
	9. The freedom to use my own judgement	**	*	***	***	**

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Does not apply		Not satisfied	Only slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
***	10. The chance to try my own methods of doing the activity . .	*	** ***	** ***		***
	11. The way the other people in the activity get along with each other		**	* *** ***	* ***	* ***
***	12. The praise I get for doing a good job	**	*	** ***	***	***
*	13. The feeling of accomplishment I get from the activity	**	* ***	** ***	**	***
	14. The physical surroundings where I carry on the activity. . . .	*	**	** *** ***	***	***
	15. The chance to develop close friendships with the other people in the activity. . . .	*	**	*** *** ***	***	**
** ***	16. The way I get full credit for the work I do	*	*	** ***	**	**
*	17. The routine in my activity. .	*	* ***	* *** ***	**	**
*	18. The chance to "rub elbows" with important people	**	**	*** *** ***	***	
	19. The pleasantness of the conditions in which the activity is carried on	*	*	*** *** ***	**	* ***
	20. The friendliness of the other people in the activity. . . .		*	*** *** ***	** ***	**
	21. The people I am with in the activity	*	**	* *** ***	**	**
** ***	22. My immediate instructor or club leader.		*	* *** ***		* ***
**	23. How satisfied my family is for me to be in this activity. .	**		* *** ***	*** ***	
*	24. How satisfied I am with the activity as compared with the other people in the activity	**	*	** *** ***	**	***

The client responses to ten questions in Part II of the followup interview schedule were grouped into categories and are recorded in Tables 42 through 51. The responses are specific remarks about the clients' individual experiences and attitudes. Only activity participants, not activity dropouts, completed these questionnaires, and so the responses recorded in the tables support the expectation that persons who are participating in activities are generally satisfied with them. There are not great numbers of "negative" responses to any of the ten questions. In spite of the orientation in the direction of satisfaction rather than dissatisfaction, enough clear patterns develop among the responses so that some interesting implications can be drawn. These are detailed in the summary remarks following the tables.

Table 42: Responses to question, "The most important person to me in my avocational activity is (was)....."

Response	N	%	Response	N	%
friends	38	30.4	neighbor	3	2.4
teacher	20	16.0	helper	2	1.6
other participants	16	12.8	pastor	2	1.6
			priest	2	1.6
spouse	10	8.0	niece	1	.8
counselor	6	4.8	therapist	1	.8
supervisor	6	4.8	brother	1	.8
avocational counselor	5	4.0	sister	1	.8
			family	1	.8
"other"	5	4.0			
father	5	4.0	TOTAL	125	100.0

Table 43: Responses to question, "He/she (from Table 42 above) is (was) most like (check one)....."

Response	N	%	Response	N	%
friend	73	58.4	brother	4	3.2
teacher	14	11.2	mother	2	1.6
spouse	10	8.0	grandson	2	1.6
"other"	8	6.4	son	1	.8
father	5	4.0	daughter	1	.8
sister	5	4.0			
			TOTAL	125	100.0

Forty-two percent (92) of the total responses (217) to these two questions were that no other person was (most) important in the avocational activities. Of those most important other persons who were identified, 30.4% were friends (Table 42) and 58.4% were considered by respondents to be friends (Table 43). 24% of the respondents identified the relationships between themselves and the most important other persons as like that between themselves and some family member. 11% of the important "others" were considered to be most like teachers.

The persons who assisted or encouraged the clients to get into their activities were identified less often as most important than those persons with whom the clients had contact once they were doing the activities.

Table 44: Responses to question, "Do you need other people to do the activity?"

Responses	N	%
No	111	52.36
Yes	101	47.64
TOTAL	212	100.00

These responses are fairly consistent with the responses in Table 42, where 42% of the clients stated that there was no other person (most) important to them in their activities.

Table 45: Responses to question, "Why did you choose this activity?"

Response Categories	N	%
Enjoyment	49	22.79
Encouraged or informed about activity by acquaintance, counselor, etc.	40	18.60
Self-improvement	24	11.16
Occupy time	22	10.23
Previous interest or involvement	20	9.30
Social	12	5.58
Desire for physical activity	12	5.58
Get away from home	6	2.79
Availability	5	2.33
Personal beliefs or values	5	2.33
Service	4	1.86
Emotional and mental health improvement	4	1.86
Challenge	3	1.40
Relaxation	3	1.40
Advertisements, brochures, etc.	3	1.40
Variety in activity	2	.93
Sense of accomplishment	2	.93
TOTAL	216	100.47

Table 46: Responses to question, "What do you feel you are getting out of this activity?"

Response Categories	N	%
Pleasure, enjoyment	41	19.16
Knowledge, information	36	16.82
Sense of satisfaction	31	14.48
Self-improvement	21	9.81
Social contact	20	9.35
Relaxation	10	4.67
Things (I) made &/or sold	9	4.21
Sense of accomplishment	9	4.21
Challenge	9	4.21
Nothing	9	4.21
Passing time, keeping busy	7	3.27
Getting out, breaking routine	7	3.27
Improved self-confidence, self-image	3	1.40
Unhappiness	2	.93
TOTAL	214	100.00

A comparison of Tables 45 and 46 indicates that the respondents feel they are getting out of their activities nearly the same things they chose the activities to achieve. Most respondents chose their activities seeking "enjoyment" or "self-improvement" or because they were encouraged to explore the activity by someone else. Most respondents feel they are getting out of their activities "enjoyment", "satisfaction", "knowledge", "social contact" or "self-improvement". Nearly every reason for choosing activities listed in Table 45 is found somewhere in the listing of what respondents feel they are getting out of their activities. A comparison table of parallel responses from the two tables appears below.

Why chose activity		Response categories	What getting out of activity	
N	%		N	%
49	22.79	Enjoyment	61	28.51
24	11.16	Self-improvement	21	9.81
22	10.23	Occupy time	7	3.27
12	5.58	Social contact	20	9.35
6	2.79	Get out, break routine	7	3.27
4	1.86	Improve emotional, mental health, self-concept	3	1.40
3	1.40	Relaxation	10	4.67
3	1.40	Challenge	9	4.21
2	.93	Sense of accomplishment	9	4.21

Table 47: Responses to question, "What was the best experience you have had in your avocational activity?"

Response Categories	N	%
Sense of accomplishment, winning	43	26.38
Companionship, friendship, social contact	35	21.47
Something made, project completed	25	15.34
"Active" aspect of the activity	20	12.27
Learning experience, education	15	9.2
Helping other people	14	8.59
Listed favorite book, movie, etc.	10	6.13
Nature observation experience	1	.6
TOTAL	163	99.99

Table 48: Responses to question, "What was the worst experience you have had in your avocational activity?"

Response Categories	N	%
Mistakes, lack of skill, lost a game, incompetence	22	17.74
Interpersonal conflicts	17	13.71
Inconvenience, interruption	14	11.29
Frustration	13	10.48
Expectations not met; disappointment	13	10.48
Physical discomfort, accident	10	8.06
Inability to cope with reality situation, or objection to established procedure	9	7.26
Embarrassing situation	6	4.84
Difficulty starting out	6	4.84
Feeling of not belonging or rejection	6	4.84
Has to do something doesn't want to	5	4.03
Fears, uncertainty	3	2.42
TOTAL	124	99.9%

Tables 47 and 48 record clients' responses to questions about best and worst experiences in their avocational activities. Forty-three respondents (20.88%) stated that they had had no "best" experience or that they had "enjoyed everything". Ninety-two respondents (42.59%) stated that they had had no "worst" experience. Keeping in mind that these questions were answered by persons who were involved in the activities rather than persons who had dropped out for any reason, it is interesting to note that most best and worst experiences involved either "success" experiences (display of competence or skill, or lack thereof) or social relationship experience.

The implication both for counselors and for recreation program personnel is that consideration should be given to providing opportunities for success experiences, and to avoiding putting participants into situations where they are likely to display lack of skill or competence. Careful consideration should also be given to the social atmosphere which is created or allowed to develop, as this seems to be an important factor to individuals in measuring their own satisfaction with their activities.

A table comparison of responses concerning best and worst experiences appears below. Only those categories which are parallel are listed.

Best N	Best %	Categories of Response	Worst N	Worst %
43	26.38	Accomplishments vs incompetence	22	17.74
35	21.47	Interpersonal relationships	17	13.71
20	12.27	Physical, "active" aspects	10	8.06

Table 49: Responses to question, "Are (were) you limited in doing the activity by....."

Response categories	YES N	YES %	NO N	NO %	N.A. N	N.A. %
e. lack of money?	52	23.96	144	66.36	21	9.68
f. lack of a suitable companion?	45	20.74	119	54.84	53	24.42
c. lack of materials?	30	13.82	169	77.88	18	8.29
a. transportation problems?	27	12.44	167	76.96	23	10.60
g. lack of a suitable social group?	22	10.14	125	57.60	70	32.26
d. lack of space?	16	7.37	190	87.56	11	5.07
b. parking problems?	9	4.15	178	82.03	30	13.82

An average of 76% of the respondents were not limited in their avocational activities by any of the factors listed. When there was a particular limitation interfering with successful participation, it was most often lack of suitable companion or group with which to do the activity (20% plus 10%), or lack of money (24%). There were only 26 "other things lacking" listed among the 217 responses. Most of these were elements required in order to successfully sharpen or develop skills. These performance requirements included persons and selves as well as instruments (Table 50, p. 112).

Because the counselor anticipated that the above listed limitations would be the most frequently encountered, she attempted to "work around" them where possible by locating activities for clients where none of these problems would interfere with their satisfactory or successful participation. In many cases clients indicated to the counselor that one or more of these limitations had been obstacles in the past, and she worked with the clients to help them remove the obstacles as far as possible. Comparison of the transportation problems responses with the Transportation Table illustrates the counselor's success. Many transportation

problems were encountered during counseling, as only 21% of all clients were completely independent in getting around. By the time of followup, only 12% of all respondents stated that transportation problems were a limitation to them. (See Table 33, pp. 79-80)

Table 50: Responses to question, "Describe below other things lacking"

Response Categories	N	%
Own lack of knowledge, experience, coordination	9	34.62
Lack of particular tool, instrument, physical setting	7	26.92
Lack of adequate instructor help, explanation, supervision	5	19.23
Other participants are unfriendly	2	7.69
"Missed the bus"	1	3.85
"Mother"	1	3.85
Time (needed more)	1	3.85
TOTAL	26	100.04

Table 51, on the next page, records responses concerning activity improvements. A high percentage, 43.98%, of respondents (95) stated that no improvements in their activities were necessary to make them more satisfying. This is consistent with the fact that all of the respondents were active participants in the activities about which they were answering this question. It is likely that many of the participants who would have many improvements to suggest have dropped out of the activities because of the things they found lacking. Among the elements mentioned by respondents as improvements they would like to have in their activities, 36% have to do with the other people in the activities: more or different participants, more socializing and developing of friendships, and more assistance and supervision from instructors or program directors. These answers again point to the importance of the social relationships aspects of activities. Another 38% of the improvement elements mentioned have to do with opportunities to learn and better develop skills: more or better equipment, facilities, space, and organization.

Table 51: Responses to question, "What could be improved with your activity to make it more satisfying to you?"

Response Categories	N	%
More or better equipment	20	16.53
Learning or improving certain skills and techniques	16	13.22
More opportunity for socializing and developing friendships	15	12.40
More professional help or supervision	14	11.57
Opportunities for more involvement	9	7.44
More people in activity	6	4.96
More money to spend on activity	6	4.96
More time to spend on activity	5	4.13
Better interpersonal skills and relationships among group members	5	4.13
More space	4	3.31
More desirable place for activity	4	3.31
Different group members	4	3.31
Better transportation	4	3.31
More opportunities for service	2	1.65
Better organization of activity	2	1.65
Higher intellectual level of activity	1	.83
More routine	1	.83
More variety	1	.83
More time to be alone	1	.83
Change in rules of activity	1	.83
TOTAL	121	100.03

Two themes develop from the findings reported in Tables 42 through 51: the importance of interpersonal relationships in avocational activities, and the importance of skillful or competent performances and tangible accomplishments.

The other people with whom the individuals come in contact in doing their activities are more often considered to be the persons most important to the participants than are the persons who offer support, encouragement, information, or assistance to the individuals when they are exploring, considering or getting involved in their chosen activities (Tables 42 and 43).

Reasons for choosing activities and feelings about what they are getting out of their activities (Tables 45 and 46) are very often reasons or achievements which have to do with social contacts or skills and accomplishments.

Respondents' highest ranking best and worst experiences in their activities are interpersonal experiences and experiences involving displays of skill or lack of skill (Tables 47 and 48).

Things lacking or limiting in activities are suitable companions or suitable groups with which to do the activities (Table 49) or individual skills, skill instruments, adequate instruction in skill (Table 50).

Improvements which respondents state they would like to have to make their activities more satisfying to them are improvements with the persons or personal relationships within the activities, and improvements with the means to the important end of well developed skills and visible accomplishments.

The findings of these Tables, which group the responses to several questions, indicate that the two most often used criteria of success and satisfaction in activities are interpersonal relationships among the people in the activities, and displays of skill, accomplishments and competence by the individual participants.

An Additional Measure of Avocational Choice Outcome

As an additional way of evaluating outcome we selected those avocational activities which six or more clients had chosen as an avocational activity they wished to pursue. In other words these were the 17 most popular activities chosen. Some clients had chosen only this one activity; others had chosen more than one. This data is complied only for the 72 clients with whom followup interviews were held, and is recorded in Table 52 on the following page.

In some cases clients were pursuing other avocational activities which they had selected as a result of counseling. In other cases they were not pursuing the chosen activity because it was seasonal in nature. For example, the followup interviews were mostly done in the winter, and twice as many choices of water sports were not being pursued as were being pursued. That the implementation of the choice is currently unfulfilled does not necessarily indicate that the choice of the activity was unwise.

Table 52: The Implementation Record of the 17 Most Frequently Chosen Avocational Activities

Code	Activity	At Followup: Client pursuing the chosen avocational activity	At Followup: Client not pursuing the chosen avocational activity
140	Card games	12	4
221	Bicycling, motorcycling, unicycling	5	2
227	Water sports: swimming, skiing, diving, skin diving	4	8
232	Bowling, lawn bowling, la bocci	4	2
536	Knitting	4	2
646	Ceramics	4	3
672	Solo singing and/or instrument playing	4	4
673	Informal group singing and/or playing of instruments	6	2
786	Attending discussion clubs	3	2
787	Taking specific skill improvement courses: cooking, woodworking, etc.	5	2
788	Taking academic courses: history, philosophy, computer science, etc.	4	2
789	Self-development activities, n.e.c.	2	5
817	Entertainment and recreation, e.g., story tellers, music teachers, sports umpires, etc. (volunteer)	1	7
819	Professional, technical, and managerial activities, n.e.c. (volunteer)	8	2
831	Domestic service activities, e.g., baby sitting, yardmen, etc. (volunteer)	3	2
964	Groups involving the elderly, e.g., Golden Age clubs, etc.	3	2
969	Social groups, n.e.c.	10	3
	TOTAL	82	54
	PERCENT	60.3%	39.7%
	MEAN	4.82	3.18

CHAPTER 9

COUNSELING VIDEO TAPES

A series of video tapes have been prepared which demonstrate the avocational counseling process, including illustrations of initial interviews, activity exploration and decision making sessions. The several different counseling sessions illustrate how the counselor changes counseling techniques to suit the individual personalities and needs of each client. The viewer has an opportunity to examine and compare several different approaches to interviewing, avocational exploration and decision making situations.

One tape is an example of a counselor who is also an occupational therapist carrying on avocational counseling with a long-term patient. Commentary is included, which analyzes what is happening in the interviews between counselor and client, with emphasis on the process by which the counselor gathers sufficient information to accurately assess the client's potential and identify that part of his value system which would affect avocational choice. How this is reflected back to the client to enable sufficient self-image clarification to be achieved to make choice possible is discussed.

Another tape is an interview with a long-term case, in which past problems are briefly discussed, feelings concerning current participation related, and future involvement in summer activities anticipated. On this tape an attempt is made to clarify the role of the avocational counselor and present ways the counselor may utilize community resources to assist clients to attack problems unrelated to avocational counseling, but which must be at least partially resolved if counseling is to succeed.

One tape is a documentary description of the tools developed for counseling and a demonstration of their use. The tools which are explained and demonstrated are the Avocational Activities Inventory, the Avocational Title Card Sort, the Avocational Activities Files, the Avocational Picture Card Sort and the Avocational Craft Plaque Sort. One section of this tape presents a detailed analysis of the avocational interest inventories currently in use or being developed. Included is information concerning the basic theory or rationale for each inventory, the number and type of questions on each inventory, administration time and procedures, scoring and interpretation.

CHAPTER 10

METHODOLOGICAL PROBLEMS

The Development of a Methodology to Rate Meaningful Involvement in Avocational Activities

Meaningful involvement in an avocational activity is a personal, phenomonological experience which can only be inferred, not measured directly. Information about the experience may be inferred by:

1. The self report of the person participating in the activity. This is subject to several possible errors and problems.
   a. because subjects vary in their style of reporting their experiences it is difficult to compare the degree of involvement between two or more subjects.
   b. the subjects may knowingly or unknowingly misrepresent their degree of involvement.

2. The meaningfulness of the experiences may be inferred by recording objective statements of behavior and results of participation.
   a. these may be reported by an observer.
   b. they may be self reports of participants. We believe that self reports of specific items of behavior are much less likely to be distorted by participants than global reports by the participants about their degree of meaningful participation.

We make the assumption that for most people certain behavioral acts are associated with meaningful involvement, fully recognizing that a few people perform activities competently, regularly and over long periods of time without being meaningfully involved in them. These people can usually be identified through lengthy interviews but it is beyond the scope of this project to attempt this.

The objectives of this rating system are to establish criteria sufficiently objective and measurable that adequate reliability between two judges observing and rating the existence of meaningful involvement may be established.

It is a long tedious process to develop this kind of empirical base for measuring meaningful involvement and the first attempts will be crude, clumsy and inexact. A long period of development and refinement will be required. Although meaningful involvement in an avocational activity is actually on a continuum our effort is merely to identify two points on this continuum: meaningful involvement vs. no meaningful involvement. This is actually a two position ordinal scale. A two point scale was selected as more desirable than a scale with several steps because it is easier to construct and obtain adequate reliability.

It is believed that meaningful involvement may be measured by establishing that meaningful involvement in any one of a number of dimensions exists. The dimensions by which meaningful involvement may be measured and the operational components within each dimension are listed below:

Meaningful Involvement Dimensions	Operational Components
Frequency	hourly daily weekly monthly seasonally
Duration	months years
Intensity	physical output level miles walked, ran speed traveled awareness level - self report
Responsibility	leadership positions captain — committee chairman chairman — referee president — scorer vice-pres. — judge sec.,treas.
Competency	games won — #kits assembled sports won — #pictures taken team membership — #pictures developed prizes won #things collected #crafts projects completed #collection items found #items gathered #fish caught #animals bred, trained, exhibited #animals shot or trapped #plants grown #items cooked, baked
Financial Commitment	expressed in % of take home pay 1. capital investment 2. running expenses

Social Integration	loner member inner clique member, organized team	
Discomfort Level	rain cold weather	hot weather primitive facilities
Injury and Mortality Incidence	See National Safety Council Statistics	

There remains a tremendous amount of work to be done in specifying the measurement units for each operational component applied to each avocational activity. On a pilot basis we worked this out for avocational activities represented by the code numbers 140, 260, 350, 430, 440, 570, 610, 740, 820, and 930.

Experimenting with 740, Reading and Literature Appreciation Activities, 5 judges jointly interviewed 3 subjects, questioning them with respect to their involvement in reading. From this it appeared that suitable reliability among judges could be attained, once agreement was reached on what constitutes a meaningful level of involvement.

Since nearly everyone reads to some extent, a fairly high level of involvement was set to differentiate those for whom reading constituted an avocational activity from those for whom it was used only extrinsically to keep them informed in order to fulfill other purposes.

Meaningful Involvement Dimensions	Operational Components
Frequency	reads newspaper at least one hour daily, or reads 5 special interest or technical magazines thoroughly and regularly, or reads 4 books a month, or reads poetry, plays or short stories 2 hours a week.
or	
Intensity	has read for more than 4 hours at a sitting twice during past year.
or	
Financial Commitment	has invested at least 1% of net annual income in books and magazine subscriptions.
or	
Social Integration	belongs to a book club which meets and discusses books or poetry.

CHAPTER 11

A PLAN FOR FUTURE RESEARCH IN AVOCATIONAL COUNSELING

One of the things which has come out of our project so far is a much clearer idea of additional research which needs to be done and about how much it would cost. On the following pages is presented a comprehensive plan for research projects needed to fully develop the ability to carry on avocational counseling at a fully professional level.

This is divided into theory development, instrumentation, and counseling application. The length of time required to complete each project, the staffing required, and approximate direct costs are specified. Costs do not allow for inflationary factors, which will have to be included at the time of actual funding. Budgets include preparation of research reports which should be disseminated free of charge to interested professionals. When feasible, instruments should be reproduced and sold on a non-profit basis.

The problem of the constructive use of leisure time is expected to become an increasing social problem of national scope, and a substantial investment in research at this point can save a great deal of floundering (and money) later on.

The total research program contemplated will cost $1,048,934, or a U. S. per capita cost of one half cent per person.

Table 53: Proposed Long Range Plan for Avocational Counseling Research

Research Goals

Theory development and interconnecting information systems

	starting date	length of project	completion date	Staffing pattern: proj.dir. 75% time	Staffing pattern: research assist.	Staffing pattern: sec'y.	misc. expense	indirect cost @20%	Total
1.Developing a methodology to measure with adequate reliability between judges, degree of meaningful involvement in an avocational activity	1974	1 yr.	1975	16,500	10,000	6,000	3,000	1,775	37,275
2.Measuring dropout rates from avocational activities and developing norm tables for drop out rates by type of organization, by type of activity, by age and sex	1974	1 yr.	1975	16,500	10,000	6,000	3,000	1,775	37,275
3.Developing theory and tables of avocation life stage development	1974	6 mo.	1974	16,500	5,000	3,000	3,000	1,375	28,875
4.Developing linkage tables between avocational activities and occupations	1974	6 mo.	1975	16,500	5,000	3,000	3,000	1,375	28,875
5.Abstracting, summarizing, and editing research findings from sociology of leisure studies relevant to avocational counseling	1975	6 mo.	1975	16,500	5,000	3,000	3,000	1,375	28,875
6.Abstracting, summarizing, and editing research findings from psychology of sports, games, and other avocational activities relevant to avocational counseling	1975	6 mo.	1976	16,500	5,000	3,000	3,000	1,375	28,875

PAGE TOTAL $ 190,050

Table 53: Proposed Long Range Plan for Avocational Counseling Research

Research Goals

Instrumentation: this includes (if this has not already been done) developing reliability, determining normative data and, if possible, validity data

	starting date	length of project	completion date	Staffing pattern: proj.dir. 75% time	Staffing pattern: research assist.	Staffing pattern: sec'y.	misc. expense	indirect cost @20%	Total
7.Avocational Interest inventories (there are about six promising ones in early stages of development)	1974	6 mo.	1974	11,000	5,000	3,000	3,000	1,100	23,100
8.Avocational Title Card Sort	1974	3 mo.	1974	5,500	2,500	1,500	1,500	550	11,550
9.Avocational Picture Card Sort	1974	3 mo.	1974	5,500	2,500	1,500	1,500	550	11,550
10.Slide Projected Picture Sort	1974	3 mo.	1974	5,500	2,500	1,500	1,500	550	11,550
11.Avocational Magazine Picture Card Sort	1974	3 mo.	1974	5,500	2,500	1,500	1,500	550	11,550
12.Avocational Plaque Sort	1974	3 mo.	1974	5,500	2,500	1,500	1,500	550	11,550
13.Library of Tape Recordings of Interviews with Avocational Activities Participants	1974	21 mo.	1975		14,000		1,170	758.50	15928.50
14.Library of Films of Avocational Activities	1974	1 yr.	1975			6,000	24,815	1540.75	32355.75
15.Determining Reliability and Validity of Milwaukee Avocational Satisfaction Questionnaire	1974	6 mo.	1975	5,500	2,500	1,500	1,500	550	11,550

PAGE TOTAL $ 140,684.25

Explanation of two INSTRUMENTATION items
(Table 53, pg. 125)

13. Preparation of a library of 1800 tape recordings of interviews with persons who speak enthusiastically about their participation in avocational activities. They will describe their experiences and offer information to listeners about how they got involved in the activity, and how they happened to become interested in the activity. They may also discuss the many different kinds of things one may do within a single category of activities, and how activities may be modified to conform to time, financial, space, or physical limitations.

Total personnel time required to prepare this collection of tapes is 3600 hours, or 1 and 3/4 year for one person working 40 hours per week and completing an average of 20 interviews per week. The average time of 2 hours required per interview includes finding interviewees, scheduling interviews, briefing interviewees, actual interviewing, and coding, labeling, and storing of tapes in the library.

The cost of this project is:

personnel time @$8,000 per year x 1-3/4 yr. = $14,000 + $758.50 indirect costs	
900 cassette tapes (2 interviews per tape) @ $1.30 per tape =	$ 1,170
TOTAL	$15,928.50

14. Preparation of a film library for a large counseling center. This library of films will cover an average of 273 different activities in each of the nine major avocational activities categories. The total of films on hand will be 2,463, and each film will be an average of 18 minutes in length. The films offer descriptions, illustrations, instructions, and other information about avocational activities. This library of films would be a particularly useful tool in a large center with a staff of 5 or 6 counselors. When a client expresses interest in a given activity or category of activities he can choose from the film library one or more films dealing with his activity in some way. This experience is designed to help the client in making decisions about which of the activities of interest to him he would like to pursue, and which avenues of activity involvement he would like to follow.

The total number and length of films were arrived at by coding, counting, and recording lengths of a sample of films from a film catalog. This sample covered about one fourth of the activity categories, and we projected the number and length of films over the total number of categories to get these expected totals: 2,463 films (273 for each of 9 categories), 719.2 hours of film.

One year's time would be required to copy these films. This includes finding the appropriate films and requesting them, the actual copying job, and the coding, labeling, and storing of the copies in the library.

The breakdown of costs is as follows:

rental of copying equipment for 6 months @ $2,000 per month	$ 12,000
purchase 1/2" video tapes (2 per film program @ $10.00 per tape)	12,315
postage, insurance costs in shipment of films	500
personnel time	6,000
Indirect costs	1,540.75
TOTAL	$ 32,355.75

Table 53: Proposed Long Range Plans for Avocational Counseling Research

Research Goals

Developing the technique of avocational counseling by demonstration projects with specific target groups

Target Groups	starting date	length of project	completion date	Staffing Pattern: proj.dir. 75% time	Staffing Pattern: counselors	Staffing Pattern: research assist.	Staffing Pattern: sec'y	misc. expenses	indirect cost @20%	Total
16.Avocational counseling in recreation programs 1 counselor in a school operated recreation program 1 counselor in a park dept. operated rec. program 1 counselor in a private non-profit recreation program (i.e., YMCA, YMHA, YWCA, Boys' Club, etc.)	1974	1 yr.	1975	16,500	45,000	10,000	9,000	10,000	4,525	95,025
17.Avocational counseling with workers with recently or about to be shortened work weeks	1974	1 yr.	1975	16,500	15,000	10,000	6,000	10,000	2,875	60,375
18.Avocational counseling in schools project 1 counselor, rec. dept. 1 counselor, phys.ed. dept. 1 counselor, guidance dept.	1975	1 yr.	1976	16,500	45,000	10,000	9,000	10,000	4,525	95,025
19.Avocational counseling, institutions 1 counselor, mental hospital 1 counselor, correctional institution 1 counselor in 1 or more halfway houses for mentally ill patients 1 counselor in 1 or more halfway houses for correctional populations	1976	1 yr.	1977	16,500	60,000	10,000	9,000	10,000	5,275	110,775

Table 53: Proposed Long Range Plans for Avocational Counseling Research

Research Goals

Developing the technique of avocational counseling by demonstration projects with specific target groups

Target Groups (continued)	starting date	length of project	completion date	Staffing Pattern: proj.dir. 75% time	Staffing Pattern: counselors	Staffing Pattern: research assist.	Staffing Pattern: sec'y.	misc. expenses	indirect cost @20%	Total
20. Avocational counseling with alcoholics and problem drinkers	1977	1 yr.	1978	16,500	15,000	10,000	6,000	10,000	2,875	60,375
21. Avocational counseling with Social Security recipients and applicants										
1st yr.: Social Security Disability beneficiaries	1974	1 yr.	1975	16,500	15,000	10,000	6,000	10,000	2,875	60,375
2nd yr.: Social Security retired beneficiaries	1975	1 yr.	1976	16,500	15,000	10,000	6,000	10,000	2,875	60,375
3rd yr.: potential Social Security beneficiaries about to retire	1976	1 yr.	1977	16,500	15,000	10,000	6,000	10,000	2,875	60,375
4th yr.: Social Security disallowed applicants	1977	1 yr.	1978	16,500	15,000	10,000	6,000	10,000	2,875	60,375
5th yr.: followup and evaluation	1978	1 yr.	1979	16,500		20,000 (two assist.)	6,000	10,000	2,625	55,125

DEMONSTRATION PROJECTS TOTAL $ 718,200

GRAND TOTAL FOR ALL PROPOSED PROJECTS $ 1,048,934

CHAPTER 12

SUMMARY

A research and demonstration project in avocational counseling was carried on in Milwaukee from June 1973 through May 1974. Two months were spent in preliminary preparations, eight months in counseling and the final two months in completing followup interviews, completing reliability studies of avocational choice instruments, making video tapes of avocational counseling, analyzing data and writing the final report.

Referrals
*
11-12

Referrals were received from 15 agencies in addition to those received from other departments of the Curative Workshop for a total of 147 clients referred.

122 clients, all handicapped, participated in avocational counseling, 110 completed counseling. 12 others initiated counseling but discontinued after it was found inappropriate to their needs. The clients who were found to need primarily vocational or personal adjustment counseling were referred elsewhere.

Sex
Age
14

The client population was almost equally divided among men and women and covered a wide age span ranging from 9 through 80.

Clients with Disability
14

Nearly all types of impairments, most with resulting handicaps were to be found among this population including mental illness, mental retardation, physical disability, stroke residues, psych-social problems, n.e.c. and multiple handicaps.

Education
15

In educational achievement, clients ranged from illiterates through college graduates with the most frequent educational level completed peaking at the 8th, 10th, and 12th grades.

Social Class
15

About 10% of the clients were from the upper middle class; the remainder were equally divided among the lower middle, the working and the lower classes. No upper class individuals were to be found in the population.

* Numbers under the marginal keys refer to the page numbers in the report where the topic is fully discussed.

Avocational Exploration 18-19	Discussing avocational activities information with the counselor was the most commonly used technique in avocational exploration. Other frequently used methods were searching the Avocational Activity Community Resource File, trying out the activity, looking at the cards in the Avocational Magazine Picture Card Sort and talking with participants. A variety of other techniques were developed during the course of the project but were less used because they were only available to clients counseled later in the project.
Client Interviews 20	415 interviews were held ranging from 1 to 16 per client with a median number of 2.85.
Telephone Contacts 21	There were 315 telephone calls made to clients ranging from 1 to 25 per client with a median of 2.84. The use of the telephone is especially important in counseling with handicapped clients for whom travel is difficult and expensive.
Collateral Contacts 22-23	Personal contacts with other people involved in client's choices ranged from 1 to 14 with a median of 3.62 and a total number of 386 contacts. Getting out in the field is part of the counselor's job.
Collateral Telephone Contacts 24	872 telephone contacts were made with collateral personnel and ranged from 1 to 30 per client with a median of 5.3. Much of the telephoning was to find out specific information about avocational activity opportunities.
Counseling Time 25-26	Average counseling time was 9.59 hours per client including all of the counselor's activity spent on the case, not just interviewing. Telephone calls requesting information averaged 10 minutes; calls to clients averaged 20 minutes, counselor time in writing letters averaged 15 minutes.
Avocational Choice Instruments Theory 27-29	The direct stimulus approach to avocational choice is discussed including the problems of grouping activities and narrowing down choices. The approach of securing clients' responses to personality and broad vocational and avocational interest type questions which may be statistically compared with the answers of standardization groups was also described.

Avocational Interest Inventories 29-34

Six avocational interest inventories were reviewed and the following comparative information reported:

- Activity Grouping Categories
- Number and Type of Items
- Theoretical Base
- Advantages
- No. of Forms
- Administration Time
- Type of Scoring
- Type of Interpretation

The six inventories together with authors and dates are:

1968	Hartlage	Avocational Guidance, Inc.
1969	Hubert	Leisure Interest Inventory
1971	McKechnie	Leisure Activities Blank (LAB)
1972	D'Agostini	Avocational Activities Interest Index
1973	Mirenda	Mirenda Avocational Interest Finder
1974	McDowell	Self Leisure Interest Profile (SLIP)

The following five avocational choice instruments were developed during the project.

Avocational* Title Card Sort 35-37

This instrument presents the name of an activity on each card. The subject first chooses from among the 9 major group (1st digit level) cards of which he will pick on the average 6. From within each of the 6 groups he picks the second digit cards, typically 36. From within the 36 groups, he will select the 3rd digit (operating level cards), usually 183. Test-retest reliability for 50 subjects tested one week apart is shown below. The administration time is 30-60 minutes.

	% agreement between administrations	mean number of cards chosen
1st digit	95%	6
2nd digit	89%	36
3rd digit	81%	183

*Overs, Robert P. and Page, Charles M., Avocational Title Card Sort, Research Dept., Curative Workshop of Milwaukee, 1974.
MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS No. 5F $10

Avocational Picture Card Sort 39	163 3 1/2" x 5" photographs of activities were mounted on 4" x 6" cards. The client simply sorts out the ones he likes. Test-retest reliability as measured by administering it to a group of 30 subjects one week apart yielded a mean agreement of 89%; range 67% to 100%. The mean number of cards selected was 81. Choices are recorded on a special scoring sheet.
Slide Projected Picture Sort 41	140 slides identical with the photographs in the Avocational Picture Card Sort were selected from that collection. The client records his likes and dislikes on an answer sheet as he watches the slides being projected. To determine test-retest reliability, the pictures were administered to 110 high school students ages 13-18 in 7th to 12th grade physical education classes. Mean agreement 77%; range 49% to 97%. The mean number of pictures selected was 66.
Avocational Magazine Picture Card Sort 43	This set is comprised of 35 cards with collages of 2 to 5 pictures (135 total) clipped from magazines to represent the nine major classification divisions: games, sports, nature activities, collection activities, craft activities, art and music activities, educational, entertainment and cultural activities, volunteer activities and organizational activities. The client sorts the cards into "like" and "dislike" piles. Experimental use suggests that, used clinically, magazine pictures are extremely valuable in eliciting deep-seated feelings and attitudes about avocational activities. This is a device which most counselors can prepare or have prepared locally.
Avocational Plaque Sort 45	Forty-four 6" x 6" x 1/4" plywood plaques painted white and with 2 holes drilled near the top were mounted with examples of craft and collection activities. The plaques were mounted on 4' x 4' x 3/8" plywood boards painted grey and with nails driven in to hold the plaques. Clients sort the plaques into "like" and "dislike" piles. These may be useful with the blind, those with low vision and the lower level mentally retarded. Each counseling center may wish to make up its own plaque display.
Recorded Interviews 49	Twelve recordings of avocational activity interviews ranging in length from 10 to 20 minutes each were made on audio cassettes. Interview subjects were chosen who were very enthusiastic about the activity. It is believed that these may have special value with clients with little interest in anything

as well as with the blind, those with low vision, illiterates, poor readers, the mentally retarded, and individuals who can understand the English language when spoken but cannot read it.

Avocational Activities Community Resource File 51-52	To an already established vertical file of over 800 folders (one for each activity) were added 900 pages photocopied from the Milwaukee Public Library organization files. An inventory of the materials in one representative folder is presented.
Community Resources Used 53-78	377 units of information about specific community activity resources were given to clients. 25 avocational activity resource opportunities were visited by clients in the company of the counselor; 21 were visited by clients on their own. There were 119 placements of clients in avocational resource opportunities.
Transportation 79-80	22% of clients were independent in transportation, 25% depended on family and friends. 10% needed special assistants and/or special vehicles.
Elements in Avocational Choice and Participation 81-85	For each of the 72 clients who were followed up, counselors made judgements at three points in time: prior to counseling, at the start of counseling, and at the end of counseling. Similar judgements were made by the followup interviewers at the time of their interviews. The elements considered were whether clients had previously participated in an activity, the degree of their cathection with it, the type of satisfaction experienced, problems of choice and limitations making participation difficult.
Followup 87-88	72 (65%) of the clients were followed up one to six months after counseling. Clients were participating in an average of three activities.
Milwaukee Avocational Satisfaction Questionnaire, Part I 88-90	The Milwaukee Avocational Satisfaction Questionnaire was administered to each client for each of his activities. Part I is a five choice 24 item 2 page questionnaire most of which is adapted from the Minnesota (job) Satisfaction Questionnaire.
Client Avocational Satisfaction 91	Data include some clients rating more than one activity. The results were:

Extremely satisfied	17%		
Very satisfied	24%		
Satisfied	42%		
Slightly satisfied	8%		
Total satisfied	92%	Not satisfied	8%

Rating Elements 92

The three elements most frequently believed to apply in rating satisfaction with activities were:

The feeling of accomplishment I get from the activity.
The physical surroundings where I carry on the activity.
The pleasantness of the conditions in which the activity is carried on.

The three elements least frequently believed to apply in rating satisfaction with activities were:

The chance to tell people what to do.
My immediate instructor or club leader.
The chance to "rub elbows" with important people.

Satisfied vs. Not Satisfied 93-94

As a more rigorous test of satisfaction, the five step satisfaction scale was dichotomized, combining:

satisfied, very satisfied, and extremely satisfied

vs.

not satisfied and only slightly satisfied

Using this criterion, the three dimensions receiving the highest number of satisfied ratings were:

"The freedom to use my own judgment" 89%

"How satisfied I am with the activity as compared with the other people in the activity" 89%

"The feeling of accomplishment I get from the activity" 88%

The dimensions receiving the least number of satisfied ratings were:

"The chance to tell people what to do" 66%

"The chance to 'rub elbows' with important people" 73%

"The chances for advancement in this activity" 75%

Analysis of Client Satisfaction at the Two Digit Grouping Level 95-105

Satisfaction ratings for activities were grouped into the five most frequently pursued second digit level groupings. These groupings are:

card games
individual non-competitive sports
interlacing and interlocking crafts
self-development activities
social groups

Milwaukee Avocational Satisfaction Questionnaire, Part II 106-114

9 semistructured or open ended questions were asked.

Most Important Person in Activity 106-107

In response to a question asking who the most important person in the avocational activity was, clients named most frequently individuals who fell in the category of friend, 30%, teacher, 16%, other participants, 13%.

The most frequently chosen other people judged most important in the avocational activity were considered by respondents to be most like friends, 58%, teachers, 11%, or spouses, 8%.

The persons who assisted or encouraged the clients to get into their activities were identified less often as most important than those persons with whom the clients had contact once they were doing the activities.

Need Other People? 107

48% said they needed other people to do the activity.

Why Activity Chosen? 108-109

The five most frequently mentioned reasons for choosing the activity were:

Enjoyment	23%
Encouraged or informed about activity by acquaintance, counselor, etc.	19%
Self-improvement	11%
Occupy time	10%
Previous interest or involvement	9%

Activity Rewards 108-109

The five most frequently mentioned things which respondents felt they were getting out of the activity were:

Pleasure, enjoyment	19%
Knowledge, information	17%
Sense of satisfaction	14%
Self-improvement	10%
Social contact	9%

Best Experiences 109-111

The four most frequent best experience categories reported were:

Sense of accomplishment, winning	26%
Companionship, friendship, social contact	21%
Something made, project completed	15%
"Active" aspect of the activity	12%

Worst Experiences 110-111

The five most frequent worst experience categories were:

Mistakes, lack of skill, lost a game, incompetence	18%
Interpersonal conflicts	14%
Inconvenience, interruption	11%
Frustration	10%
Expectations not met; disappointment	10%

Limitations 111-112

In response to a structured question, 24% of the responses indicated limitation by the 7 categories listed below:

Lack of money	24%
Lack of a suitable companion	21%
Lack of materials	14%
Transportation problems	13%
Lack of a suitable social group	10%
Lack of space	7%
Parking problems	4%

Suggested Improvements 112-113

Suggested improvements fell most frequently into the following five categories:

More or better equipment	17%
Learning or improving certain skills and techniques	13%
More opportunity for socializing and developing friendships	12%
More professional help or supervision	12%

Implementation Record 114-115

The implementation record of the 17 most frequently chosen activities showed 60% of the chosen activities being engaged in.

Video Tapes 117

Five ½" reel to reel video tapes were made which show the use of the various instruments and present avocational counseling interviews. These are available at a low rental fee.

Meaningful Involvement 119-121

The problem of measuring meaningful involvement in avocational activities was analyzed. Meaningful involvement dimensions developed were:

frequency	financial commitment
duration	social integration
intensity	discomfort level
responsibility	injury and mortality incidence
competency	

Operational components for each of these were listed.

Future Research 123-129

A comprehensive research program for avocational counseling will cost about one million dollars, or a per capita cost of one half cent per person. This is divided into the following categories:

No. of projects		Cost
6	Theory Development	$ 190,050
9	Instrumentation	140,684
6	Counseling applications	718,200
21	TOTAL	$ 1,048,934

APPENDIX

Recruitment Form Letters

CURATIVE WORKSHOP OF MILWAUKEE

Fully accredited by the Commission on Accreditation of Rehabilitation Facilities.

ADULT MEDICAL, PSYCHO-SOCIAL REHABILITATION DIVISION
10437 WEST WATERTOWN PLANK ROAD - P.O. BOX 7372 - MILWAUKEE, WIS. 53226 - 257-5100
ADULT VOCATIONAL REHABILITATION DIVISION
3704 W. VEL. AVE. - MILWAUKEE, WIS. 53206 - 933-0822 & 933-7214
MODEL CITIES REHABILITATION UNIT
240 WEST GARFIELD STREET - MILWAUKEE, WIS. 53212 - 374-1900

EDWARD U. DEMMER -
KIWANIS CHILDREN'S REHABILITATION DIVISION
10437 WEST WATERTOWN PLANK ROAD, P.O. BOX 7372
MILWAUKEE, WIS. 53226 - 257-5100
HOME SERVICE REHABILITATION DIVISION
10437 WEST WATERTOWN PLANK ROAD - P.O. BOX 7372 - MILWAUKEE, WIS. 53226 - 257-5100

Executive Director
T.S. ALLEGREZZA

Agency Medical Director
JOHN L. MELVIN, M.D.

January 17, 1974

To: Milwaukee Area Personnel Managers

Under a grant from the U. S. Office of Education we are carrying on a research and demonstration project in avocational counseling. This is designed to assist people to improve their choices of leisure time activities. The counseling service and information about leisure time activities are entirely free.

Up to now we have been focusing on handicapped people. At this point we want to obtain data on the problems faced by nonhandicapped people who have recently retired or are about to retire.

From now through March 15th for as long as counseling time is available we are able to invite you to refer three employees or retirees from your company. If possible we should prefer that these be distributed as follows: one middle manager, one white collar worker, one blue collar worker.

As most of you know, an easy way to refer people is to call us from your office while you are talking to the person you think would benefit from our service and turn the telephone over to him to make an appointment with us at a time convenient to him. Some Saturday appointments will be available.

We want to work only with people who have a specific need and desire for counseling to help them widen their knowledge of what leisure time activities will best suit their personal abilities and interests, what opportunities exist in the community and where they can go to participate in these activities. If people don't want or need counseling but merely want to look through extensive files of available activities we welcome them as well.

We have been working in the field of leisure counseling for the past five years developing counseling tools and techniques.

To make referrals or for further information, please call 257-5145.

Robert P. Overs, Ph.D.
Project Director

Project Staff:
Sharon Taylor, Avocational Counselor
Research Assistants: Catherine Adkins, Chaille Downey, Joy Poole

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CURATIVE WORKSHOP OF MILWAUKEE

An Equal Opportunity Employer

NEW AVOCATIONAL COUNSELING SERVICE PROVIDED

Under a research and demonstration grant from the U.S. Office of Education, the Research Department of the Curative Workshop of Milwaukee will conduct an experimental counseling program designed to help individuals with problems in choosing a suitable recreation and leisure time activity. The program will run from August 1, 1973 through March 31, 1974.

Although a variety of clients will be accepted, special emphasis will be given to the needs of children, young people and adults too severely handicapped to work, and to those retired from the labor market.

New tools and techniques for helping people determine their avocational interests and to supply them with more information about the avocational activities available in the community are being developed.

The counseling service provided will be free. The suitability of the client for the service will be determined in a preliminary screening interview by one of the project staff. Clients whose primary need is for vocational counseling or psychotherapy will not be accepted.

Counseling will be carried on in the Adult Medical Psycho-Social Division of the Curative Workshop. This is now located in the Muirdale Building on the Milwaukee County Grounds, 10437 West Watertown Plank Road, Milwaukee 53226.

Ample free parking is available. The location may easily be reached by a #71 State Street bus.

To make referrals or for further information, call 257-5145.

Project Staff

Robert P. Overs, Ph.D., Project Director
Sharon Taylor, Avocational Research Counselor

July 23, 1973

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